DOCUMENT RESUME

ED 137 183 SO 009 899

AUTHOR	Lydiard, Beverly W., Ed.; Kingsbury, Robert
TITLE	Citizenship Education and School-Community Collaboration. Kaleidoscope 16, Bicentennial Issue, Winter 1976.
INSTITUTION	Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services.
PUB DATE	76
NOTE	75p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Citizen Participation; Citizen Role; Citizenship; Class Activities; Community Involvement; Decision Making; Educational Programs; Elementary Secondary Education; Environmental Education; Humanities; *Learning Activities; Local Government; *Local History; *Program Descriptions; Revolutionary War (United States); *School Community Cooperation; Social Sciences; Values
IDENTIFIERS	*Bicentennial

ABSTRACT

This document contains 119 descriptions of K-12 educational programs in Massachusetts which commemorate the bicentennial. The programs illustrate ways in which teachers, parents, and other adult members of the community are cooperating with the students in carrying out the responsibility of good citizenship. Demonstrating how to learn more about the democratic process and becoming involved at the grass roots level, the programs represent a broader context of citizenship education, rather than a course in civics or problems of democracy. The school/community programs focus primarily on the local level and do not include federal and state mandated programs involving business and industry. Descriptions of the programs are categorized into nine major areas: American heritage, law and local government, value clarification and decision making, school/community service, preservation of the environment, relating school and community, enriching school programs, advising/planning/evaluating, and serving an area. Sample activities include writing and performing a play about the local community, recording history on slide tapes, and developing parent advisory councils. (Author/JR)

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KALEIDOSCOPE 16

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Bicentennial Issue:
Citizenship Education
School-Community Collaboration

★

Winter 1976

★

Edited by

Beverly W. Lydiard

with

Robert Kingsbury

Citizenship Education Coordinating Committee
Bureau of Curriculum Services

Commonwealth of Massachusetts

Department of Education

Division of Curriculum and Instruction

Bureau of Curriculum Services, E.S.E.A. Title III

SO 009899

Publication of this Document Approved by Alfred C. Holland, State Purchasing Agent.

15M-11-75-Publication No. 112949

Est. Cost per Copy: $.33

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Introduction

What better way to commemorate our nation's Bicentennial than to devote this issue of KALEIDOSCOPE to citizenship education and school/community collaboration. Theory and practice are interwoven in the programs described here. They illustrate how parents as well as students are finding out more about the democratic process and are becoming involved at the grass roots level.

The Citizenship Education section of this issue of KALEIDOSCOPE illustrates the kinds of programs which are contributing in many ways to the growth of future citizens. This is in keeping with one of the educational goals of Massachusetts which says:

> "Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others."

Rather than considering citizenship education solely as a course in civics or problems of democracy, the articles here represent the broader context implied by the goal quoted above. They show that good citizenship can be learned and demonstrated in many ways.

Practicing what they preach, the teachers, parents and other adult members of the community show some of the ways in which they are carrying out the responsibilities of good citizenship in the section of this KALEIDOSCOPE devoted to school/community collaboration.

The programs presented in this section were gathered by MASS/PACTS, a project conducted for the Massachusetts Advisory Council on Education by the Institute for Responsive Education. MASS/PACTS has also prepared a handbook and resource directory ("Together: Schools and Communities") to assist school people and community people in joint endeavors.

The school/community programs reported here focus primarily on the local level and do not include federal and state mandated councils, programs involving business and industry or collaborative efforts between schools and colleges. However, the variety of activities in this limited sampling suggests that, at the local level, many good ideas are simple to carry out and entail little or no cost.

Some of the programs are short-term, focusing on specific tasks for a given period of time. But these often serve long-term functions by establishing a base for future cooperation between school people and community people.

When one reads through these articles, it becomes apparent that successful school/community collaboration is built on constructive, positive attitudes and efforts by all participants.

Robert Kingsbury
Citizenship Education Coordinating Committee
Bureau of Curriculum Services

How to Use KALEIDOSCOPE

Get in touch with the Information Contact if you feel a particular program has merit or if you wish to visit a school or a classroom. These people are happy to share their experiences and welcome visitors. At the back of this magazine are a City, Town and Region Index (page 63), and a Grade Level Index (page 64).

You may add your name to our mailing list by filling out the form on page 65 and returning it to us. There is no charge for this publication.

Distribution

KALEIDOSCOPE 16 has been distributed to superintendents and principals of all Massachusetts public and non-public schools (pre-school through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Teachers Association and the Massachusetts Federation of Teachers, school committee chairmen, education editors of the mass media, local education chairmen of the League of Women Voters (in Massachusetts) and all other state departments of Education in the United States. Total circulation is 15,000.

Acknowledgements

COVER DESIGN AND LAYOUT: Michaela Tichy, Bureau of Educational Information Services. BOOK LAYOUT: Beverly W. Lydiard and Ann Gilbert. BOOK MECHANICALS: Beverly W. Lydiard, Michaela Tichy and Sylvia Losh. PROOFREADING: Ann Gilbert. VARITYPING: Sylvia Losh.

PHOTOS and ARTWORK: Charles Kolak, Worcester Public Schools *ii, ix,* 40, 49, 61; John Vogt, Acton-Boxborough Regional High School (ABRHS) 1; Beverly W. Lydiard 2; John E. Dulmage, Lawrence Public Schools 4; Chalue, Needham 5; Sue Fitzpatrick, Acton-Boxborough Junior High School (ABJHS) blockprint 6; Mark Stevens, ABJHS, 9, 12; Tom Lemerz, ABRHS, 11; Tyna Hull, ABRHS, 13, 28, 44, 52 (drawing), 56, 60; Cathy Todd, ABRHS, 16; Elaine Giroux, Byam School, Chelmsford, 17; Carol Jacques, ABRHS, 18; Roger Dow, Seach School, Weymouth, 19; Lisa Farinha, Byam School, Chelmsford, 22, 32, 55; Chuck Waterhouse, Morton School, Plymouth 23; Anne L. Orio, ABRHS, 25; Caroline Courtright, ABRHS, 27; Felicia Crosby, ABJHS, 29; Suzanne Holway, ABRHS, 34; Debbie McGrath, ABRHS, 35; School Volunteers for Worcester 36; John Costantino, Milford Middle School, 38; Margaret Carlson, Keefe Technical School; David Schmidt, ABJHS, 41; Steven Fairchild, ABRHS, 43; Judith Dortz 47; Liz Bianton, ABJHS, blockprint 49; Todd Worthley, ABRHS, 50; Roger G. Eldridge, Jr. 51; Howard W. Topham 52; Ed Malley, Springfield Daily News, 53; Sandy Finneault, ABRHS, 59.

EDITING ASSISTANCE: Jill Rasmussen, Patrice Modeen and Marian Clasby (MASS Pacts). DISTRIBUTION: Sylvia Katler

SPECIAL THANKS to Henry W. Wegiel, Director of Fine Arts for the Acton and Acton–Boxborough schools and art teachers Betty L. McDonald (Acton-Boxborough Junior High), Betty Jo Betz and Cynthia Neilisson (Acton-Boxborough High School).

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" THE BICENTENNIAL YEAR OF 1976
IS AN OPPORTUNITY TO GIVE CIVIC
EDUCATION IN THE SCHOOLS A NEW
EMPHASIS, A NEW FOCUS, AND
A NEW POTENTIAL FOR ADVANCING
CIVIC WELLBEING IN THIS NATION. "

JOHN S. GIBSON

Chairman, Executive Committee
Massachusetts Coordinating Committee
on Citizenship Education

I. CITIZENSHIP EDUCATION

STAMP
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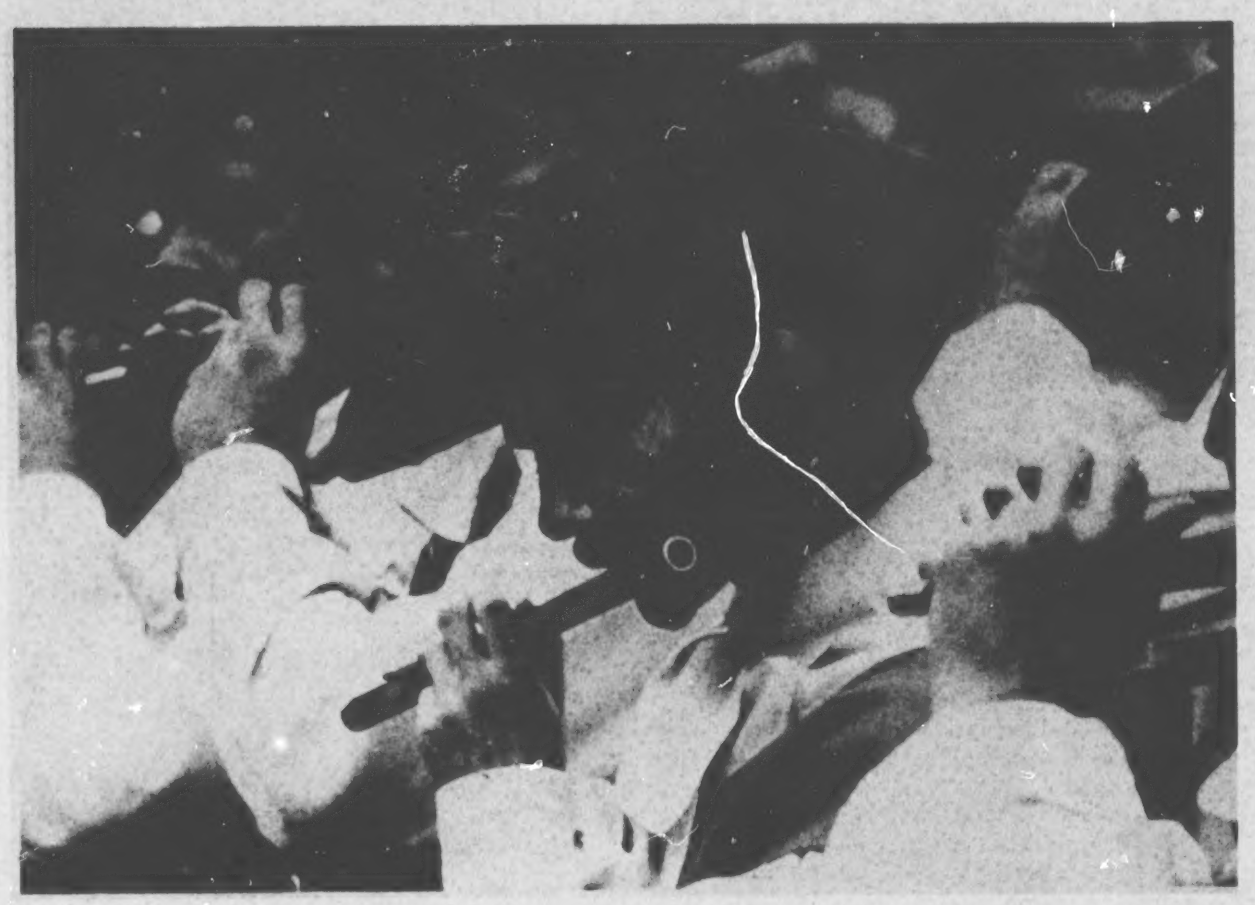
A. American Heritage



1. Acton-1775

ACTON-BOXBOROUGH REGIONAL JUNIOR HIGH SCHOOL, Charter Rd., Acton 01720
Superintendent: Raymond J. Grey
Reported by: Dorothy Werst
Information Contact: Dorothy Werst, Music Teacher, 617-263-7716
Administrative Contact: Henry Wegiel, Director of Fine Arts, Acton-Boxborough Regional High School, 617-263-3562
Program took place: May, 1975
People involved: 12 staff, 83 students

Just about every student of American history knows about the role which the Minutemen of Concord and Lexington played in the fighting that began the Revolutionary War. However, hardly anyone knows that the first Minutemen to be killed by British guns at the Old North Bridge in Concord were not from Concord or Lexington, but from the town of Acton.

The people of Acton have always felt badly about the way history has ignored the company of Acton Minutemen who voluntarily took up positions in front of all the other Minutemen before the battle at the famous bridge on April 19, 1775. So during this Bicentennial year, three Acton high school students were asked to write a musical, to be performed by the junior high school students commemorating Acton's part in the events of that fateful day. They called it "Acton–1775".

With the help of the Acton Historical Society and several books written about the history of the town, they gave most of the characters in the musical the same names as the people who actually lived in the town at that period. Art teachers and students found pictures and descriptions of the way the town looked in 1775 and painted the scenery accordingly.

Using folk songs, some original music, and writing new words to other tunes, the three students turned out a plot which portrays the human side of the historical events which took place on April 17, 18 and 19, 1775. The town drunk reforms and goes off to fight the British. A young girl, visiting from England, falls in love with a Minuteman and warns him of an ambush planned by a British spy. The Acton women's fears for the safety of their men give way to pride and a new patriotism expressed in the desire to help in any way they can.

The musical was staged by the junior high Fine Arts Department. The vocal music teacher and one of the musical's three authors directed the production, assisted by other junior high students and teachers as well as a group of senior high students. A recent graduate even came back to help with the choreography, and several townspeople helped with the costumes.

The two performances were preceded by appearances of the Davis Blues Fife and Drum Corps, made up largely of students, which marches with Acton's present-day company of Minutemen. The opening night audience was so enthusiastic that the performance had to be stopped many times to allow the applause to die down. A song expressing the frustrations that come when greatness goes unnoticed brought down the house, as did several lines which compared the courage of the Concord Minutemen unfavorably with that of the Acton men. The battle scene caused another uproar as the audience watched Acton's native son, Isaac Davis, fall. For the second performance, it was standing room only, and many people had to be turned away. Now, the musical is being considered as a part of Acton's annual festivities commemorating the April 19 battle.

Thanks to the efforts of an energetic and patriotic group of Acton students and teachers, the bravery of the Acton Minutemen has been immortalized at last!

2. Students Record History On Slide Tapes

MEDFORD HIGH SCHOOL, 489 Winthrop St., Medford 02155
Superintendent: John Houston
Reported by: Joseph V. Valeriani
Information Contact: Joseph V. Valeriani, Head of the Social Studies Department, 617-396-5800, x364
Administrative Contact: John Houston, Superintendent, Hall Ave., 617-396-5800
Program began: 1966
People involved: 1 staff, 16 students

Medford, Mass. is an historic community dating back to the Puritans and Paul Revere (who rode through Medford on his way to Lexington and Concord). Unfortunately, there were few teaching aids dealing with Medford's past. In 1966 I began providing slide-tapes dealing with Medford's history for the junior high schools and senior high school. These tapes are made by twelfth grade students from U.S. History classes who work in groups of four. Each group selects an aspect of Medford's History and works on the project until it reaches fruition. Students are graded (as a group) and able to provide their work to other classes and the junior high schools.

As of April, 1975 we have 26 slide-tapes dealing with the history of the City of Medford. Subject area ranges from the Twenty Most Famous People to the History of Medford's Sewerage. Some of the titles are: Medford's Bridges, Medford's Natural Resources, Medford's Electricity, Medford's Fire Department, etc.

Once the projects are completed they are shown in the three junior high schools and the Medford High School. Last year the students ran a mini-course for half of a year showing the slide tapes. The response was so good at Medford High School it was necessary to move the mini-course into a lecture hall.

After the slide-tapes have been shown to the school children, they are left at the Medford Public Library. The Librarian has informed us that this has become one of the more popular programs they have with parents. The slide tapes are shown to parents as their children attend story hour each week. Two months ago the Medford Public Library entered one of the tapes in a contest in Connecticut and it won.

Medford High School students are also involved in a project to make a videotape history of Medford's churches. They raised $700 with which the Medford Council of Clergy obtained videotape which is being used to record services in each of the churches. The taping is being done by students from the high school audio-visual department.

The tapes will be placed in the hands of the churches for future use and some of them will be put into a time capsule which is to be opened in 2075.

3. Bicentennial Activities

SPRINGFIELD PUBLIC SCHOOLS, 195 State St., Springfield 01103
Superintendent: John E. Deady
Reported by: Cornelius K. Hannigan, Director of School Community Relations
Information Contact: James K. Tillotson, Social Studies Supervisor, 413-733-2132
Program began: September 1974
People involved: 1500 staff, 29,000 students

Springfield public school students are engaged in a wide variety of bicentennial activities as the nation approaches its two-hundredth birthday. A group of Technical High School students is searching through the archives in the genealogy department of the Springfield City Library. They are doing research for a history of Revolutionary Springfield scheduled to be published late in 1975.

This project is receiving partial support through a grant from the Springfield Bicentennial Committee. It will provide books, copies of documents, slides and related historical data for use in the public schools. A summer 1975 workshop was also funded through the grant to enable teachers to develop programs related to the bicentennial.

School media centers and the Social Studies Department are also benefitting from a separate grant under ESEA Title II which is providing special history kits for fifth and sixth graders. The kits contain filmstrips, pictures, cassettes and artifacts of Revolutionary America.

A social studies activity booklet is being made available to elementary school teachers which contains suggestions on how to bring a bicentennial dimension into the classroom. Springfield students are also being encouraged to enter a series of essay and poster contests being sponsored by the Bicentennial Committee.

Another project involved art students from all of the junior and senior high schools who have prepared murals depicting important events and persons in the history of Springfield. The murals are painted on plywood panels donated by a local lumber company. The paints were provided by a number of local paint stores. Some of the panels are mounted on a fence which surrounds the vacant space between City Hall and Main Street, and the exhibit is called, "A Salute to Springfield Through the Ages".

Other student murals depict 20th century Springfield, including the skyline of Springfield in 1900, 1930 and 1974; 19th century Springfield depicting some Springfield homes and industries of the period; 18th century Springfield describing events and landmarks of the period; and 17th century Springfield showing the history of the city during that time. All of these scenes have been placed along various streets.

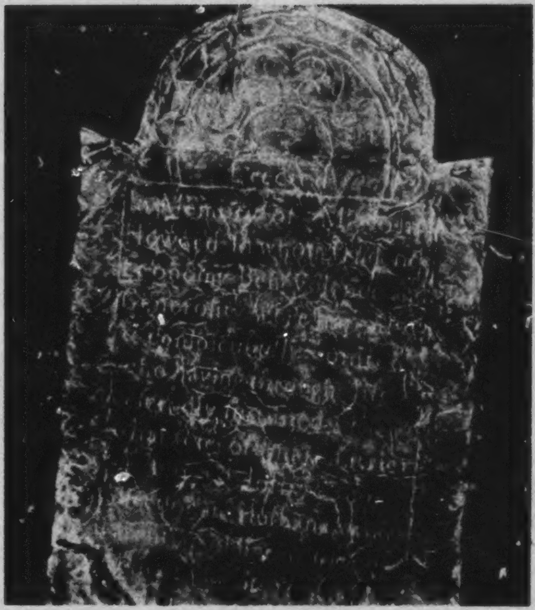
4. Students Take Pride In Their Local Heritage

OLIVER AMES HIGH SCHOOL, Lothrop St., North Easton 02356
Superintendent: Paul J. McDonald
Reported by: Hazel L. Varella
Information Contact: Hazel L. Varella, Department Chairman, 617-238-4313
Administrative Contact: Julian S. Preuss, Principal, 617-238-4313
Program began: 1971
People involved: 1 staff, 155 students

Local History, originally incorporated in the curriculum by student request, provides the opportunity for young people to become aware of the heritage of their own community by using primary source data (early town records), by visiting local historical sites including cemeteries, and by preparing a contemporary project. The last named, a means of preserving the present, may be audio (oral histories), visual (videotapes, slides, etc.), or any other medium the student wishes to use.

Through the development of this community awareness, students have become very proud of their environment, have taken steps to preserve and improve it.

The Local History course is a senior semester elective. Originally there were two classes; now there are six involving more than sixty percent of the senior class.



The above photograph is of a cement image of a grave stone made by Oliver Ames student, Sarah Jackson. The impression is first made in aluminum foil wax-filled and then cemented. This project represents 80 hours of work. The technique was created by Sarah Jackson herself.

5. Colonial Day

COX STREET SCHOOL, Cox St., Hudson 01749
Superintendent: James Sullivan
Reported by: W.T. Maguire
Information Contacts: Ms. Gorman, Ms. Maatz, Ms. Herbold, Ms. Griffin or Ms. Tatelm, Teachers, 617-562-9144
Administrative Contact: W.T. Maguire, Principal, 617-562-9144
Program took place: November 1974
People involved: 5 staff, 150 students

Third grade teachers at the Cox Street School took their classes back to the time of the Pilgrims by actually recreating the era during Colonial Day. The objective was to provide students with a meaningful and interesting point of reference from which students could add to their knowledge about the beginning and the growth of the United States.

All third grade students took part in some aspect of preparation for Colonial Day by participating in a group. Both sexes were encouraged to choose whatever activity they wished.

Using grains, fruits, and vegetables of the time, one group followed authentic recipes to prepare pumpkin bread, corn bread, cranberry relish, yeast rolls, and sugar cookies. Another group of students made clothing accessories from donated sheets, including stiff white collars and cuffs, white bonnets, and stovepipe hats. Some children learned to weave and embroider.

The students also put on a special colonial play for the whole school, with scenes titled "On the Mayflower," "At the First Thanksgiving," "At the Meeting of the Pilgrims and the Indians," and "Making Clothing." Some of the students painted scenery depicting colonial settings. The children also learned games and songs of the era.

The students were enthusiastic and cooperative. They really got involved in the activities and probably will remember colonial days far better in the future from these activities than from what they learned in textbooks. As a follow-up to Colonial Day, the classes took a trip to Old Sturbridge Village.

6. A Short History Of the Worship of God In Needham

ST. JOSEPH SCHOOL, 90 Pickering St.,
Needham 02192
Superintendent: Brother Vardin
Reported by: Patricia Devlin
Information Contact: Patricia Devlin, Teacher, Advisor, 11 Hilltop Road, Dover 02030
617-785-1174
Administrative Contact: Sister Helen Cushing, Principal, 617-444-4459
Program took place: February – April, 1975
People involved: 13 staff (including teacher and mothers), 25 students

This program began because we were requested to carry out a program in our school which would be in keeping with the celebration of the Bicentennial. We felt that this type of program would

be of benefit to the community as a whole and would give our students an understanding of all religious faiths in our towns.

We planned a large and attractive booklet which we would share with all twelve churches involved in our project. We wrote letters to the twelve churches asking that a committee of students, accompanied by an adult, be given permission to visit each of the pastors and rabbis. We prepared a short questionnaire concerning the history of each church and asked that it be filled out. We received excellent cooperation from everyone. Many expressed enthusiasm over what we were doing. This enthusiasm has rubbed off onto the children.

The students involved are nine and ten years old and at the fourth grade level.

This project was completed on April 18, 1975. We are now in the process of sending the material to each of the 12 pastors in Needham, for their approval.

We are presenting our book to the library and they are going to put it on display for the public to enjoy. After that they are going to keep it in their collection of Bicentennial material.

The project was a great success. All the work, except for some typing, was done by the children. They are very proud of their work and they should be. This may be summed up by an exclamation of one of the children, "I never realized that we could do anything as neat as that."

7. The Little Red Schoolhouse Project

NORTH ATTLEBORO PUBLIC SCHOOLS,
45 So. Washington St., North Attleboro 02760
Superintendent: William L. Kelly
Reported by: Anthony D. Battista
Information Contact: Richard L. Brassard, Director of Instructional Services, 617-695-1455
Administrative Contact: Anthony Battista, Principal, Joseph W. Martin School, Landry Ave., 617-695-6801
Program began: February 1975
People involved: 13 staff, 336 students

The idea began at a regular grade level meeting of the North Attleboro third grade teachers. The question was asked, "What can we do through the social studies program to allow the children an opportunity to become actively involved in developing a local sense of civic and historical identity?" It was agreed that the forthcoming Bicentennial celebration afforded an excellent opportunity to develop a unit which would instill in the children an awareness of their town's present and past development and achievements.

Following a year's research, planning and development by the third grade teachers, with the assistance and cooperation of town agencies and the North Attleboro Historical Society, the unit was incorporated as part of the third grade social studies curriculum.

The unit was introduced with a cassette/slide presentation of local civic, cultural and historical landmarks. The children located and labeled these places of interest on a map of the town and planned a bus tour which was the culminating activity of the unit. The tour included stops at the police and fire stations and town library for tours of the facilities and discussion periods.

The North Attleboro Historical Society preserves and maintains a one-room "Little Red Schoolhouse" and the Woodcock Garrison House,

built in 1669, as museums. Each third grade class, dressed in an authentic fashion, spent a typical 19th century school day in the Little Red Schoolhouse. Activities undertaken included making of candles and butter, drying and preserving condiments, reading from primers, writing on slate, and dancing around a "May pole". In conjunction with this day the children visited the Woodcock Garrison House Museum. By visiting the past, the children were able to better appreciate modern techniques, materials and facilities.

The results of this unit's study were very satisfying to all concerned. A major outcome of the unit study for the children was the understanding that without a spirit of cooperation among the schools, town officials and townspeople, this project would not have been possible for them to enjoy.

8. Provincial America -- Pre-Revolutionary Period

THE BROOKS SCHOOL OF CONCORD, 77 Wood St., Concord 01742
Reported by: Mary Derby
Information Contact: Mary Derby, 617-369-4455
Administrative Contact: Jean T. Travers, Headmistress, 617-369-4455
Program began: September 1974
People involved: 20 staff, 178 students

Because of the Bicentennial year and our proximity to historic sites, we chose to help the children develop a sense of identification with our history. An outline was developed which includes the historic, economic, cultural and geographic aspects of our immediate environment in Concord.

Teachers of preschool through third grade use this outline in a manner best suited to their talents and to the interests of the class. Consequently, the implementation has been varied and innovative. Participating in the project are the head teachers and the departments of art, music and library/resource.

Much attention is given to the geography and history of our area through field trips and map study. This has resulted in an increased awareness of our local environment on the part of both teachers and students.

This outline will be used again during the 1975-76 school year and will be entitled, "Moving West". The study will include some aspects of our developing nation and its people's survival instincts at work in a new, developing country.

9. La France en Amerique

JOHN F. KENNEDY JUNIOR HIGH SCHOOL, 1385 Berkshire Ave., Springfield 01051
Superintendent: John Deady
Reported by: Kathleen Riordan
Information Contact: Kathleen Riordan, Teacher, 413-453-1095
Administrative Contact: Steven Ziemba, Principal, 413-453-1095
Program began: January 1975
People involved: 1 staff, 18 students

As the Bicentennial approached, my ninth grade French II class and I decided to prepare a slide-tape program illustrating the French contributions to America.

We began by researching the backgrounds of well-known explorers, military heroes and other less well-known figures (Alexis Carrel, Stephen Girard, August Saint-Gaudens). We prepared the French script for our program. While searching for information, we also found pictures to illustrate our presentation. Using the Ektographic Visualmaker, we photographed our selections. This equipment makes good slides from book or magazine pictures and is easy to operate.

We sent our film to be developed while we perfected our French presentation. Some background music was chosen and recorded. When our slides were processed, we organized them and recorded our French script. Each student recorded a section.

Each student was actively involved in all aspects of the project: research, script preparation, photography and recording. The result is a 15-minute slide-tape program (70 slides, and 1 cassette recording in French) of which we are proud. We have shared our program with other French classes and with other schools.

10. Bicentennial Activities

WEYMOUTH PUBLIC SCHOOLS, 111 Middle St., East Weymouth 02189
Superintendent: Leon H. Farrin
Reported by: Robert W. Clarke
Information Contact: Robert W. Clarke, Community Classroom Coordinator, 89 Middle St., 617-335-1460 or 617-331-3639
Program began: November 1974
People involved: 8 staff, 7 students

The Weymouth School Bicentennial Committee has been organized to provide teacher and student input and direction to the Bicentennial-related activities in the Weymouth Schools. It includes teachers as well as one student representative from each of Weymouth's seven secondary schools.

Major emphasis is on the generation of experiences and activities which will promote an appreciation for the history of the community and the importance of each individual's responsibility to protect and further its development.

Some of the activities being considered include the construction of a diorama of Weymouth, the development of a historic trail, the restoration and beautification of historical sites, videotaping a history of Weymouth, designing displays of artifacts from the Colonial period, developing programs for the media, establishing bicycle trails, organizing a drum and fife unit, and setting up crafts classes.

A representative from the town's Bicentennial Committee sits in on each meeting of its school counterpart, and the School Bicentennial Committee sends a liaison person to each meeting the town Bicentennial Committee has.

Among the specific plans which the Weymouth School Bicentennial Committee has made so far are the following:

> A slide presentation, along with an impulse tape recording, is presently being developed as a pictorial approach to a historic trail.
>
> Plans have been made to have students in the Industrial Arts classes spend a whole week making items with the assistance of hand tools exclusively.
>
> Students have volunteered to assist the Town Bicentennial Committee with the reenactment of "The Great Alarm of Grape Island of 1775". This was a local happening of some historical significance.
>
> The Vocational Technical High School has planned a series of murals with a Bicentennial theme which reflects the function of various trades in the early history of the country.

The other activities already mentioned are in the process of being organized so that we will be ready to have them functioning during the school year 1975-1976. New ideas are continually evolving. The committee functions as a clearing house.

11. State and Local History And Government

KING PHILIP REGIONAL HIGH SCHOOL, 201 Franklin St., Wrentham 02093
Superintendent: William J. Costa
Reported by: Clara F. Manteca and Janna M. Bremer
Information Contacts: Clara F. Manteca and Janna M. Bremer, Teachers, 617-384-3181
Administrative Contact: Walter White, Assistant Principal, 617-384-3181
Program began: Fall 1973
People involved: 2 staff, 80-120 students

This course was instituted in the fall of 1973 as a semester course, being offered during the fall semester only. The program began because staff members felt this was an area which was usually neglected and needed emphasis.

Wrentham celebrated its Tri-Centennial in 1973, therefore community interest and resources were plentiful. A *History of Wrentham* had been published and generated student interest. The area of local government study had begun the previous year as a pilot unit in the Contemporary Issues courses and was expanded for the new course. Roughly half of the course deals with various aspects of local government of the three towns in the regional school district–Norfolk, Plainville and Wrentham. The staff felt that this was especially important because most students have little practical knowledge of how their town operates.

The survey of local government is highlighted by a number of speakers from various town agencies and departments. We have also videotaped some presentations for later use or in subsequent years when speakers are not available on particular topics.

Activities in the history portion of the course include a study of the colonization of Massachusetts (Plymouth and Mass. Bay colonies primarily); the Indians of Massachusetts, and history of the local region. Field trips to Plymouth and to various local historical sites complement classroom instruction. We have been fortunate to have the enthusiastic cooperation of members of local historical commissions, some of whom come to the school to speak to the classes while others take the students to local historical sites. Local cemeteries are of especial interest, and there are plans for students to assist local historical commissions with documentation of cemeteries.

12. Citizenship Education

WINTHROP PUBLIC SCHOOLS, Main St., Winthrop 02152
Superintendent: Michael M. Fortunato
Reported by: John G. Tardiff
Information Contact: John G. Tardiff, Coordinator of Social Sciences, 617-846-5500
Program began: February 1975
People involved: 34 staff, 800 students (grades 4, 5, 6)

The Winthrop Public Schools have always recognized as a priority objective the development of loyal, competent and participatory citizens. Psychological studies have indicated that students in the upper elementary grades are going through a very formative period in their lives concerning the development of values and attitudes towards government, home and school. For this reason, a Citizenship Education curriculum has been developed for grades 4, 5, and 6.

This program includes classroom organization of student government; a programmed study of the Bill of Rights and the U.S. Constitution; and the observance of patriotic holidays throughout the school year. Among the holidays observed are United Nations Day, Brotherhood Week, George Washington Carver Day, Benjamin Franklin Day, Susan B. Anthony Day, Arbor Day, Pan American Day, and Flag Day. Specific classroom objectives have been formulated for each grade level for all of these activities.

13. Anthropology Curriculum

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL, 390 Lincoln Rd., Sudbury 01776
Superintendent: David L. Levington
Reported by: Michael Feer
Information Contact: Michael Feer, Teacher, 617-443-9961
Administrative Contact: Frank Heys, Assistant Principal, 617-443-9961
Program began: 1972
People involved: 1 staff, 150 students

The anthropology curriculum at Lincoln-Sudbury has grown in three years from a single course to some four in specific areas of the discipline, plus other courses which utilize anthropology in their approach. The program has proved to be popular with students and more durable than faddish.

I tend to emphasize learning by experience — so that in cultural anthropology students produce short films illustrating specific socio-cultural contexts and work up research programs involving school or community. In archaeology, students have participated in digs and, during the summer of 1975, we sponsored a dig at the Wayside Inn in which students were the main participants.

Physical anthropology students pursue a long term project utilizing the school population as their sample. Beyond mere exercises, these projects are real in the sense that some have been used by the school administration; some have been shown to be as valid as some professional research, and some are under consideration for publication. A new course is focused specifically on the ethnography of the school with results of studies being used by the administration and school committee.

Other courses involving anthropology are Survival (in which comparison to other and primitive life styles is used) and a Bi-Centennial course entitled Three Rivers. Three Rivers focuses on the natural and human history of the Sudbury, Assabet and Concord rivers, with the students canoeing them and then studying the archaeology and human ecology of the area.

14. Pre-Revolutionary History Of the Assabet Valley

ASSABET VALLEY REGIONAL VOCATIONAL SCHOOL, Fitchburg St., Marlborough 01752
Superintendent: David Tobin
Reported by: Alice Thornhill, Librarian
Information Contact: George Jose, Lead Teacher, Social Studies, 617-485-9430
Administrative Contact: Eugene Morin, Chairman, Academic Studies, 617-485-9430
Program began: February 1975
People involved: 6 staff, 50-60 students

It is axiomatic in a vocational school that one learns best by doing. In the academic areas of the curriculum, however, this technique is often difficult to apply. To satisfy the need for a project of this type, and to observe the Bicentennial in a meaningful way, we are planning a student-produced book of local history. As a supplementary learning/teaching resource, a collection of slides will be produced in the same subject area.

Preliminary inquiry was made by the school librarian to locate available materials in the district town libraries and to establish a cooperative relationship between the school and community resources. The social studies teachers have divided responsibility for the area and will visit the libraries and historical societies to evaluate the materials and draw up a list from which students will work. Speakers from the local historical societies will be invited to the school to offer their insights to the students.

The students to be involved are in grades 10 and 11, possibly a few in grade 12, who are members of the History Club. They will work in groups assigned to their home community. Research, writing and photography will be done by students with supervision and advice given by the teachers. The book will be printed by the graphic arts department.

15. Foreign Language Days

MARIAN HIGH SCHOOL, 273 Union Avenue, Framingham 01701
Superintendent: Brother Bartholomew Varden
Reported by: Sister Mary Honora Callaghan
Information Contact: Sister Mary Honora Callaghan, Language Department Chairperson, 617-872-2032
Administrative Contact: Sister Ellen Powers, Principal, 617-872-2032
Program began: February 1975
People involved: 8 staff, 550 students

Each year the high school sets aside a special day of celebration for each of the four foreign languages taught in the curriculum. There is Latin Day, French Day, Spanish Day, and German Day. The special celebrations are designed to help students appreciate the cultures which have contributed to the American heritage. The Language Days also help students to value the languages, the ideals, the accomplishments, and the needs of other peoples.

Each Language Day opens with that nation's music over the P.A. system. There are exhibits of the various aspects of the cultures, including the costumes and historical events. Students and teachers make and wear name tags which are symbolic of the history and culture of the country. Travel booths show what students might visit on a trip to the country.

Bulletin boards and cafeteria walls are highlighted with flags and posters of the appropriate language. National foods are prepared by students and sold during the day.

Foreign exchange students have an opportunity to speak about their experiences. A display about the United Nations emphasizes efforts towards world peace and cooperation.

As a result of Language Days, students see beneath and beyond "grammar study" to the contributions which people from many countries and cultures have made to the United States. Students recognize the worth of all languages and the relationship each has to English in the United States. The Days salute the achievements of fellow students and of other cultures. They broaden the students' sense of world citizenship from which they benefit and to which they contribute.

16. History and Development Of Duxbury

DUXBURY INTERMEDIATE SCHOOL, St. George St., Duxbury 02332
Superintendent: Lawrence Anderson
Reported by: Thomas C. LaLiberte
Information Contact: Thomas C. LaLiberte, Teacher, 617-934-6521
Administrative Contact: Lawrence Hojlo, Principal, 617-934-6521
Program began: 1972
People involved: 2 staff, 250 students

This program was originally established to help all Intermediate School students learn to appreciate Duxbury as a town rich in history. It has now been expanded to cover the entire period from colonial times to the present.

During the 1974-75 school year, all of the sixth graders were divided into five groups, with 50 students in each group. Each group was assigned a topic which it pursued through field work and projects for a period of two to three weeks. One group investigated the life and government of colonial Duxbury, doing field work at Plimouth Plantation (since Duxbury was part of Plimouth Colony in colonial days).

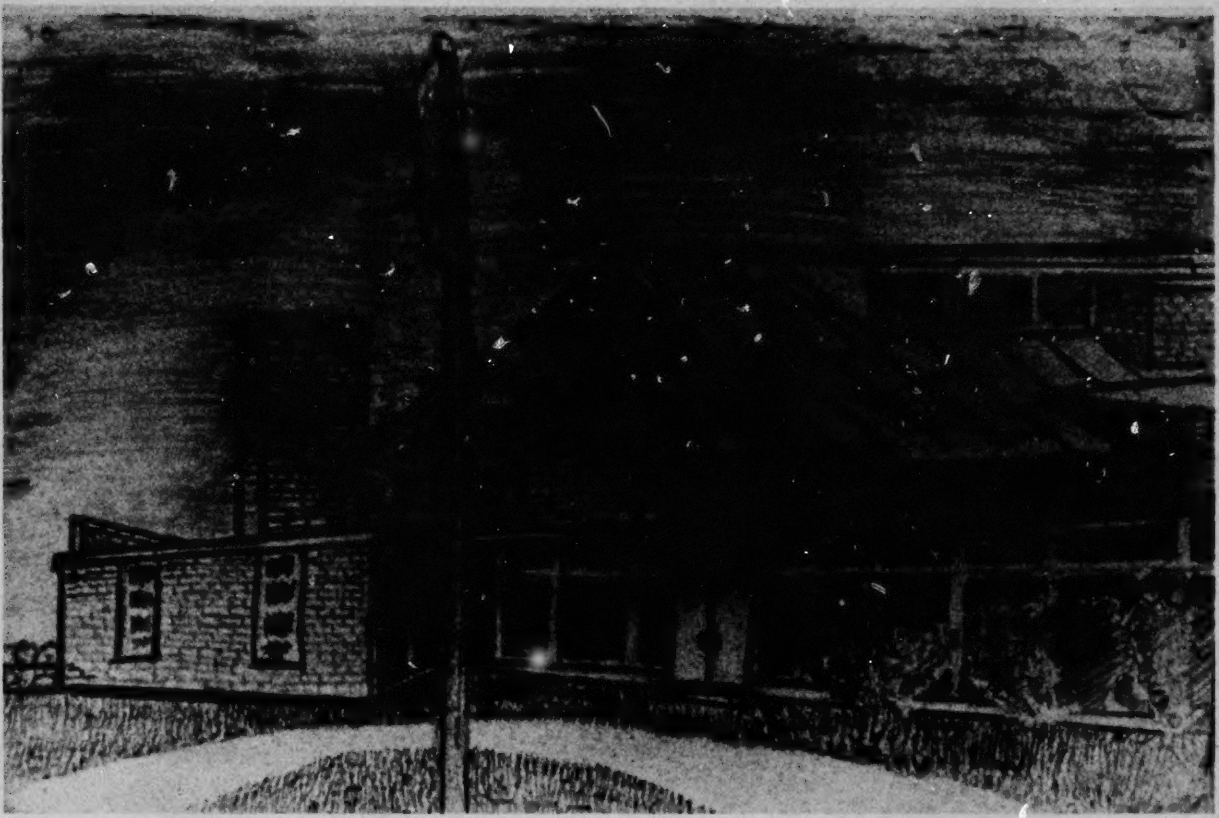
Another group investigated Duxbury's shipbuilding era and the changes that took place from the end of the colonial period until the mid-1800's. A third group looked into how the town is run today, including the work of the various town officials and the public services provided by the town.

A fourth group prepared a professional profile of the town which was based on a questionnaire which the students sent to families in the town. The questionnaire asked where family members worked. With this data, students made up a map showing all of the different communities where Duxbury residents work.

A fifth group studied roles and status in the community. For three mornings one week various students from this group assumed roles such as fireman, teacher, store owner, policeman, postal clerk, waiter or waitress, and marine railway operator.

During a series of five assemblies for the sixth graders, the members of each of the five groups presented their findings to the other students participating in the project. Students made their own decisions on the best way to present these findings. Some prepared slide-tapes, others used role playing skits or various other techniques. This program proved to be so successful that plans are being made to expand it further during the 1975-76 school year.

B. Law and Local Government



17. Town Charter Commission Study

NORTON HIGH SCHOOL, 64 West Main St.,
Norton 02766
Superintendent: Maurice Splaine
Reported by: A. Nuttall and B. Waier, Program Developers and Teachers
Information Contact: Frederic Bartek, Chairman of the Social Studies Department, 617-285-9801
Administrative Contact: Joseph Solmonese, Principal, 617-285-9801
Program began: October 1974
People involved: 3 staff, 135 students

Three social science teachers developed a short course to help the Norton Charter Commission draft a new town charter and stimulate among the students an interest in the town's history and government.

Juniors and seniors who were taking U.S. History and Modern Problems participated in the program. The course included a study of the community's history and how the town has changed, the structure and function of city government, the town bylaws, and the need for a new charter and what it should contain.

Materials used in the course included town maps, copies of the town bylaws, and the proposed charter. The Massachusetts Department of Community Affairs provided some of the literature, including A Model Charter for Towns in Massachusetts, A Guide for Charter Commissions, Home Rule in Action, and Municipal Home Rule.

Some of the activities included registering 18-year-olds to vote, touring the town's historic sites, and meeting with members of the Charter Commission and the League of Women Voters.

The students' interest in the program was very high. For weeks after the course students brought in news items and comments about the progress of the Commission and the future of the proposed town charter.

18. Rights of the Individual

CENTRAL JUNIOR HIGH SCHOOL, 55 School St., Waltham 02154
Superintendent: Frederick J. Stokley
Reported by: Mary D'Andrea, Coordinator of Libraries
Information Contacts: Susan Cairnes or William McQuiggan, Teachers, 617-893-8050 x264
Administrative Contacts: Paul Connolly, Principal, 617-893-8050
Program began: January 1974
People involved: 2 staff, 50 students

The major objective of the project was to develop an alternative course for those ninth grade students who did not benefit from the traditional ancient history course. The students chosen for the program were those who indicated a desire to drop out of school or those whom guidance counselors believed could benefit from such a program.

The course aims at eliminating the destructive forces of passive and aggressive alienation by developing an understanding and a respect for the legal rights of the individual in the United States. This aim is pursued by developing the following concepts: (1) Knowledge of one's rights enables one to use the law to protect one's rights. (2) Appreciation of the rights of all individuals is necessary if one wishes to maintain one's own rights. (3) Law is in a state of constant change, and alienation impedes the development of law responsive to human needs.

To accomplish these goals, students analyze case studies involving significant Supreme Court decisions. They study contributions to the extension of individual rights made by various individuals and groups. Class discussion, small group projects, panel discussions, simulation games, role playing, and mock trials are used to present and develop the material.

Extensive use of field trips to city hall, court houses and police departments, along with speakers from the probation department, Youth Service, police and city government, relates the theoretical aspects of the course to the realities of the student's environment. Oral and written expression are pursued through preparing interview questions, writing letters to private and public agencies, writing columns in the school newspaper, interpreting photographs, preparing solutions to law cases and preparing photo-essays, slide tapes and posters.

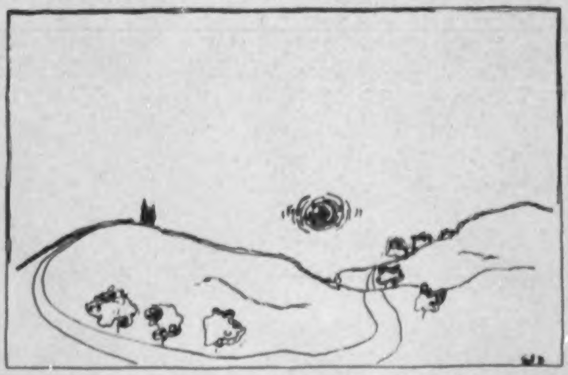
Facilitated by a Title II grant, presentation of the course material is carried out through a multimedia approach. Because of this extensive use of non-print material, students with poor verbal skill are able to succeed. However, a considerable amount of time is spent developing such skills as vocabulary, reading for the main idea, note taking, and paraphrasing. This type of skill building within the context of a meaningful curriculum culminates with a student-written and produced film applying course content to a ficticious case of their choice.

19. The Law and the Student

ESSEX AGRICULTURAL AND TECHNICAL SCHOOL, Maple St., Hathorne 01937
Superintendent: Raymond Potter
Reported by: Karen A. Kelly, Teacher
Information Contact: Richard Brown, Education Manager, 617-774-0050
Program began: 1974
People involved: 3 staff, 45 students

Salem District Court informed our school that it was conducting a law course through its probational division which would be available to our students. There would be no cost to the school, and the course coordinated perfectly with many of the films and much of the literature already purchased by the English department for a senior year program called, "The Outnumbered", which deals with students as a minority group.

Generally, the course dealt with the rights of the student and the related responsibilities. A probation officer from the court spent each Friday with the senior classes and a guest speaker from the Registry of Motor Vehicles discussed the responsibilities of owning and operating a car.



20. A Town Built for Learning

GREENFIELD JUNIOR HIGH SCHOOL, 195 Federal St., Greenfield 01301
Superintendent: William R. Wright
Reported by: Justin Duncan, Facilitator
Information Contact: James Fotopulos, Social Studies Coordinator, 413-773-5214
Administrative Contact: John J. Thompson, Principal, 413-773-5214
Program began: November 1974
People involved: 1 staff, 26 students

This project was designed to acquaint ninth graders with the difficulties of establishing and running a town government as well as the responsibilities and problems of being a taxpayer.

The model is an altered version of Model for Teaching, Croft Teacher's Service. Each student was given a 3 x 5 card with a job in the town, a salary, real estate value, and car value. The jobs were divided between high income, private employment, and public employment in order to get a typical cross-section of a town.

After the students had an identity, they were placed on committees representing town government. Most students had to be on two of the following committees – education, transportation, community services, housing, zoning, finance, public utilities, industrial development, recreation, and environment. Two students were elected select persons, and one Town Clerk.

The select persons acted as facilitators by obtaining a daily report from each committee, sitting in on meetings, and working as a liason between committees.

The town was zoned on a map of an area of Greenfield. The premise was that the town consisted of 500 people and the students wanted to break away from Greenfield and form their own government. (Maps of an area may be obtained from your town's engineering department.)

Each day the teacher would bring fact cards to class. An example would be to tell the education committee that the gym floor of the high school was flooded and it would cost $25,000 to fix. The education committee would then write a proposal on the matter and send it to the finance committee for funding or further recommendations.

Zoning problems did arise between the environmental and industrial development committees. These were resolved by the zoning committee. If a committee was not satisfied, a zoning board of appeals was set up to settle the dispute.

After the committee work was all done, a town meeting was held with the teacher acting as Moderator. The theories and actualities of town government came to life for the students during this meeting. As might be expected, a lot of money was wanted by every committee. These expenditures were approved by the Town Meeting, resulting in a tax rate that was ridiculously high.

In preparing a project such as this, the teacher should work out the job assignments and housing costs. If prepared properly, students will jump at the opportunity to do their own projects, and teacher supervision will be limited to answering questions and passing out fact sheets. The town meeting will bring out a lot of conflict between committees and social classes of the town, thus promoting a better understanding of community life and government.

A minimum of four weeks is required for this project. Care should be taken in the selection of a site. It should be within walking distance of the school since students will have to visit the site, make their own maps, and decide where all buildings will be located. A bagged lunch field trip is initially used to stir up enthusiasm for the project.

21. Candidates Day

SOUTH HIGH SCHOOL, 360 Pleasant St., South Weymouth 02190
Superintendent: Leon H. Farrin
Reported by: Douglas T. Blake
Information Contact: Edward Meehan, Helen Finn, and Douglas Blake, 617-337-7500 x29
Administrative Contact: Douglas T. Blake, Social Studies Department Chairperson, 617-337-7500 x29
Program began: September 1970
People involved: 2 staff, 1200 students

The town elections have been utilized to provide an opportunity for students to apply in a practical way lessons learned in the classroom. Students organize and direct a "Candidates Day" during which candidates for public office are invited to the high school to debate and answer questions before student audiences. Office-seekers for School Committee, Library Trustee, Board of Public Health, Moderator, Board of Public Works, Selectperson, and Planning Board come to the high school and participate in an all-day program held in the auditorium. As a result of the statements, debates, and answers to questions by the candidates, students gain insights into the political process at the local level.

A similar "Candidates Day" is utilized at the time of a Presidential or Congressional election (1972, 1974). Following intensive study of the political campaigns and election process, students proceed to organize and direct the candidates day. In mid-October letters are sent out inviting candidates for public office to debate and answer questions before student audiences. Aspirants for President, House of Representatives, U.S. Senator, State Representatives and Senators, Governor, Lt. Governor, Attorney-General, Governor's Councilor, and Secretary of State, or their representatives, appear to participate in an all-day program in the auditorium. This program is followed by a "mock election" held on election day. Prior to election day students are "registered" to vote and voting checklists are prepared to make the experience as realistic as possible.

22. Social Problems and the Law

BILLERICA MEMORIAL HIGH SCHOOL,
River St., Billerica 01821
Superintendent: William Flaherty
Reported by: Frank Giroux, Attorney
Information Contact: Frank Giroux, Program Developer and Instructor, 11 Gov. Hutchinson Rd., 617-667-4890
Administrative Contact: William Archambault, Principal, 617-667-6941
Program began: September 1974
People involved: 1 staff, 30 students

The purpose of this program is to provide students with a working knowledge of the American legal system both in civil and criminal areas. On the civil side students are exposed, among other things, to statutes such as the Massachusetts Consumer Protection Act; Massachusetts Rent Control Law; Chapter 622, dealing with sex discrimination in public schools, and the practical aspects of suing in Small Claims Court.

In their study of Criminal Law students investigate issues ranging from the criteria used in the selection of police officers to an investigation of the legal definitions of such crimes as murder, larceny, and robbery. Ultimately this section of the course focuses on the procedure employed in the criminal trial and the Constitutional issues that might be raised on appeal.

The course makes extensive use of case studies. In addition, role-playing, audio-visual aids, field trips, and guest speakers put students in contact with operating agencies of the law. During the year, guest speakers have included a special agent of the F.B.I. from the Boston office, a local police officer, Sheriff John Buckley, a prison guard from the Billerica House of Correction, a local state representative, two members of the Billerica League of Women Voters, and the head of corporate security for the Jordan Marsh Corp.

Along with the speakers' program an integral part of the course has been field trips to the State Police Academy in Framingham, the Massachusetts Supreme Judicial Court in Boston, and the local Small Claims Court in Lowell. A trip also was arranged to the Billerica House of Correction where students spoke with several prison inmates. Several students from the class were also selected to attend the Massachusetts League of Women Voters seminar on the juvenile justice system at the John Hancock Hall in Boston.

Student response to the program has been, without qualification, one of high interest and active participation. The course was experimental during 1974-1975, but it will be offered as an elective during 1975-1976. Over 900 students have signed up for the course.

STATE POLICE ACADEMY

23. Alternative Learning Programs

AMHERST-PELHAM REGIONAL HIGH SCHOOL,
Triangle Street, Amherst 01002
Superintendent: Donald B. Frizzle
Reported by: John E. Heffley
Information Contacts: Frank Llamas or Sam Potts, 413-549-3710
Administrative Contact: John E. Heffley, Coordinating Principal, 413-549-3710
Program began: 1971
People involved: 60 staff, 300 students

The ALPS program is an instructional program in which a student or a group of students can contract with a secondary school teacher for educational experiences which serve as alternatives to the classroom and/or to the curriculum. Through ALPS, students can study local history, serve on government boards, work in community projects, participate in political campaigns, design in-school projects, implement out-of-school projects, design curriculum and evaluate school and community undertakings such as Bicentennial presentations. In fact, the options of such a program are limited only by the imagination of the students and their advisers.

The student's work is based upon mutually outlined objectives, activities, and pre-designed criteria for evaluation. Course credit and the grading procedures are negotiated in advance. While many projects involve community-based mentors, all programs are evaluated by a faculty adviser.

The ALPS program provides citizenship training through the process of negotiating an ALPS contract. Students learn to bargain with "the system" to meet their individual needs and desires.

24. Citizenship Week

SPRINGFIELD PUBLIC SCHOOLS, 195 State St., Springfield 01103
Superintendent: John E. Deady
Reported by: James K. Tillotson
Information Contact: James K. Tillotson, Social Studies Supervisor, 413-733-2132 x246
Program began: April 1975
People involved: 39 staff, 1700 students

A special mini-curriculum in state and local government was prepared for use in all four high schools during Springfield's Citizenship Week.

A "Voter Information" booklet described the requirements for registering to vote and provided a sample copy of the Affidavit of Registration. The booklet also discussed the steps one takes to become a candidate for public office and the work required for a successful election campaign. The names of elected national, state, county, and city officials, their addresses, telephone numbers, terms of office, and information about contacting them were included. The booklet also contained information about how city ordinances are passed, how money is budgeted and spent, and how property taxes are computed.

In addition, a special teacher's curriculum guide, complete with case studies, included topics such as "Does It Make Any Difference If You Register and Vote? (Why Bother?)," "Money Talks . . . You Pay for Government Now," "State Government, It Affects You Directly," "County Government, the Hidden Government," and "How Do You Participate in Local Government?"

During the week, students who would be 18 by the day of the local primary in October registered to vote. As required by state law, students gathered a minimum of 25 signatures on a petition requesting that the Election Commissioner come to the high school.

The Mayor and other city officials supported the week-long program, and a large number of students registered to vote.

25. Public Affairs Program

MILTON ACADEMY, 170 Centre St., Milton 02186
Headmaster: Jerome A. Pieh
Reported by: Peter Keyes
Information Contact: Peter Keyes, Director, 617-698-7800 x70
Program began: September 1974
People involved: 1 staff, 5 students (400 students hear the speakers)

The purpose of the program is to promote an interest in public affairs and to encourage students to enter public service careers. This program began with a $100,000 donation from the parents of a Milton Academy student. The money is used to pay the director's salary, honorariums for speakers, and student expenses while attending programs off campus.

Speakers during 1974-1975 included Congressmen Michael Harrington and Pierre duPont, Jean Mayer, Thomas Atkins, Martin Linsky, Tom Oliphant, Julian Bond and several state legislators. Wellesley High School and Governor Dummer Academy are affiliated with the program, and seminars have been held at all three schools.

26. The Student and the Law

FRAMINGHAM SOUTH HIGH SCHOOL, 31 Flagg Drive, Framingham 01701
Superintendent: Albert Benson
Reported by: Christopher T. Garrahan, Jr.
Information Contact: Vincent Trincia, Teacher, 617-875-6131
Administrative Contact: Christopher T. Garrahan, Jr., Department Chairperson, 617-875-6131
Program began: September 1975
People involved: 1 teacher, 60 students

In view of the new age of majority, Framingham South High is offering to its student body a new course entitled "The Student and the Law." This course focuses on a study of the evolution of United States law. A major emphasis of this course is to explain the rights and responsibilities of the student under our legal system.

Some of the areas covered are: introduction to law, criminal justice, trials and procedures, juvenile rights, drug law, Registry of Motor Vehicle law, and welfare law.

27. The Sunshine Game

HASTINGS JUNIOR HIGH SCHOOL, 30 School Street, Fairhaven 02719
Superintendent: Lynwood P. Harriman
Reported by: Tom Joseph, Teacher
Information Contact: John R. Motha, Principal, 617-997-2971
Program began: September 1973
People involved: 2 staff, 70 students

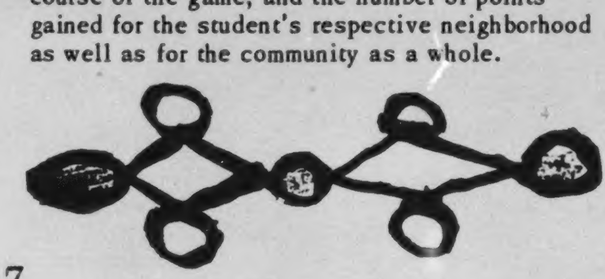
The students play a problem-solving game to understand the functions and politics of local government and some of the problems which members of minority groups face in American society.

To begin, each student chooses an identity tag which lists racial background, income level, education, occupation, and address. The teacher divides the class into four or six neighborhoods.

At this point the students usually become upset because each identity tag and neighborhood is given a different number of points, depending on the social status of each. The students are told that the number of points each one has at the end of the game will determine their grade. (This is not the method used in the actual grading. However, it is so stated in order to establish a more realistic interaction among the students with respect to their "new identity.")

Each student may gain points by running for and by being elected to the city council or mayoral office. Each day after the general election the teacher chooses 2 or 3 "fate cards" which describe community problems. Each person in the neighborhood loses points until the problem is rectified. Students gain points by proposing solutions. The city council and the mayor choose an acceptable proposal and tax points to pay for implementing it. If the problem is solved, everyone gains points.

Each student is graded according to a combination of many factors: peer evaluation, quality of suggestions given, participation in the game itself, a survey test given at the end of the game, any reports or reading done during the course of the game, and the number of points gained for the student's respective neighborhood as well as for the community as a whole.



C. Value Clarification/ Decision Making

28. Project Grandparent

HOWE-MANNING ELEMENTARY SCHOOL, 26
Central St., Middleton 01949
Superintendent: Francis N. FitzGerald
Reported by: Roslyn Goldman, Project Leader
Information Contacts: Maryann Amero and Susan Cohen, Teachers, 617-774-3519
Administrative Contact: Eugene C. Winter, Principal, 617-774-3519
Program began: February 1975
People involved: 4 staff, 167 students

In 1975 the third and fourth grades of the Howe-Manning School blended "Project Grandparent" into an existing mini-course program in which boys and girls chose from a variety of arts and crafts, first aid, and music courses held once each week for a 45-minute period. Through contact with the local coordinator of the Middleton Council for the Aged, a group of senior citizens, anxious to enter into the exciting atmosphere of the elementary classroom, offered to aid the classroom teachers in their mini-courses.

Despite the lack of exposure to grandparents within their own home environments, the young students now have an opportunity to get better acquainted with people of the senior citizen community while both generations work together in the classrooms.

The evaluation of "Project Grandparent" has shown that the Senior Aides have a special kind of warmth and an abundance of patience, to which the youngsters respond enthusiastically. Their numerous skills inspire and excite the students' imagination. While materials for the mini-courses are provided through funds allocated to the program, the Senior Aides themselves feel free to donate additional materials to add to the development of the particular craft or skill being presented.

Each Friday afternoon a bustling atmosphere can be observed in our classrooms – the blend of young and old voices, elderly fingers entwined with young hands, small heads leaning ever closer to graying ones. Our community resource program has broadened our students' awareness of the values inherent in understanding and associating with our Senior Citizens.

29. Developing Good Citizenship

BRIGHTWOOD SCHOOL, 471 Plainfield St., Springfield 01107
Superintendent: John E. Deady
Reported by: James F. Shea
Information Contact: James F. Shea, Principal, 413-732-7310
Program began: 1967
People involved: Entire staff and student body

The citizenship program at Brightwood School includes activities which emphasize the rights and responsibilities of the children. The goal is to prepare students to live in an ever changing world.

Every year the children in grades 4, 5, and 6 discuss the school rules and suggest changes. Students also participate in the Student Service Council which provides traffic patrols and student greeters and talks to lower grades about safety.

The curriculum includes material about how social systems strive to meet various human needs. Guest speakers discuss how the community functions. They have included firefighters, police officers, health personnel, social workers, postal employees, musicians, conservationists, real estate developers, and others.

30. Turning Values Into Positive Action

MASCONOMET REGIONAL JUNIOR HIGH SCHOOL, Topsfield 01983
Superintendent: Glenn M. Fay
Reported by: Stephanie Meegan
Information Contacts: Cheryl Ricard, English Teacher and Phyllis Stoddard, Social Studies Aide, 617-887-2323
Administrative Contact: Charles McClory, Social Studies Department Chairman, 617-887-2323
Program began: February 1975
People involved: 4 staff, 135 students

Eighth grade students at Masconomet Regional Junior High School have been learning a new way to act on their values. After reading several articles describing the causes and effects of hunger on the poor of the United States and other countries, students and teachers decided to turn their concern into social action.

First the students compiled factual information from various news sources. They classified their information according to its relationship to the causes of hunger, the human consequences of hunger and the solutions to the problem of hunger.

Meanwhile, in their English classes the students were learning how to write a business letter. Using their new skill, the students began writing letters to national leaders who are involved in efforts to solve the hunger problem at home and abroad, including Michael Harrington, Edward Kennedy, Edward Brooke, George McGovern and President Gerald Ford.

The goal of this project was to teach the students a skill which will allow them to voice their opinions and the reasons for them in a positive and coherent way.

31. Improving Our Image

WILLIAM SEACH ELEMENTARY SCHOOL,
770 Middle St., Weymouth 02188
Superintendent: Leon H. Farrin
Reported by: Cynthia M. Crofts
Information Contact: Cynthia M. Crofts, Teacher, 617-335-7689
Administrative Contact: Donald Brightman, Principal, 617-335-7589
Program began: January 1974
People involved: 1 staff, 48 students

The sixth grade social science program stresses the need for developing values in connection with the responsibility of being an American citizen. Through discussion, role playing and videotaping, the students are encouraged to observe and evaluate various value systems and norms of behavior.

The lessons include comparative studies of other cultures and American society. City problems dealing with pollution, ecology, and crime are also covered. In role playing situations, the students are asked to show two sides of their story and propose an answer to the suggested problem.

The videotaping is carried out by the students with the help of the teacher. The children are taught how to use the port-a-pac video equipment and do most of the taping themselves. In viewing the tapes, the students are encouraged to see themselves as they react toward situations and, therefore, to more easily understand themselves, other people, and the reasons why things happen the way they do. Students analyze their behavior, emphasizing positive and negative aspects. The objective of this program is for students to begin to exercise their responsibility as thinking citizens.

32. World Population And Hunger Crisis Projects

JONAS CLARKE JUNIOR HIGH SCHOOL, Stedman Rd., Lexington 02172
Superintendent: Rudolph Fobert
Reported by: Kitty Calhoon, Laura Woodburn
Information Contacts: Kitty Calhoon and Laura Woodburn, Teachers, 617-862-7500, x169
Administration Contact: John Hibbard, Principal, 617-862-7500, x169
Program began: October 1974
People involved: 6 staff, 101 students

The world population and food crisis projects began in conjunction with an eighth grade inter-disciplinary unit on the future. The social studies part of the unit focused on demography and the world food crisis.

One of several special activities was a hunger experiment. Twenty-seven students volunteered to fast for twenty-four hours and to spend twelve of those hours together with four teachers on the Saturday before Thanksgiving. During this time, they engaged in a number of activities, including physiological tests, reaction sheets, films and discussion, and a simulation game called *Baldicer.*

The activity having the most impact was the unexpected dinner at the end of the evening. For this we prepared three types of meals: a chicken dinner with milk; a plate with rice and a roll and milk; and a plate with only some rice and a cup of water. Students lined up, and each type of dinner was distributed to every third person, simulating the world's food situation. The students' reactions made for very interesting discussion.

After the hunger experiment, students in all classes wanted to do something to help the world's starving people. They finally decided to try to motivate the entire student body to give up something such as ice cream one lunch period a week and contribute the money to CARE. This project, Food Against Death, has been continuous since January and over $200 has been collected. This money was added to the $450 which had already been collected from sponsors of the hunger experiment. As part of the effort to raise the consciousness of the whole student body, Richard Calandrella from CARE was invited to speak at assemblies throughout one day.

This effort to help alleviate world starvation has since been taken up by the student advisory board and incorporated into a couple of its projects. For example, a car wash and a talent show are being planned the proceeds to be donated to CARE.

On the academic side, students wrote essays on the population problem for English and social studies classes. Particularly good papers were submitted to the contest sponsored recently by Zero Population Growth and the Museum of Science. The first place winner and three out of the four runners-up were Jonas Clarke students.

33. The Thaler System

NAQUAG ELEMENTARY SCHOOL, Main St., Rutland 01543
Superintendent: Edward Yaglou
Reported by: Barry M. Grove
Information Contacts: Barry M. Grove and William S. Brooks III, Coordinators, 617-886-4342
Administrative Contacts: Charles G. Varjian, Principal, 617-836-4342 and Thomas R. Olson, Guidance Counselor, 617-886-6353
Program began: September 1971
People involved: 9 staff, 280 students

The Thaler System is intended to help students learn to take responsibility for themselves and to make decisions which affect their lives.

The system makes the educational process as much like real life or actual society as possible. The students are paid on a weekly basis with substitute dollars called Thalers. The Thaler System offers such things as banks, stock exchange, court system, student government, social security, taxes, retirement, postal system, insurance companies, newspapers, lawyers, stock advisors, tutoring companies, travelers' checks, realty companies, desk cleaning companies, entertainment companies (which sponsor plays and concerts put on by students) and, of course, a large number of student government employees.

The students are given their pay once every week. The amount of the paycheck varies from student to student and is determined by the individual student's academic performance and (to a lesser extent) behavior during the prior weeks.(A successful alternative to this plan is contracting by the students to any adult for academic or nonacademic services.) Generally a maximum amount payable is set. It is important that the students be consulted in establishing a maximum amount payable so that they feel involved in the decision-making process. This also gives students concrete feedback on their performance.

The paycheck indicates deductions for taxes and social security and total earnings to date. The checks are then cashed by the students at their bank.

The students can save their Thalers, purchase services from the various student-owned and operated companies or even invest in the stock market.

Bank accounts need to be watched very carefully by the student banker and teacher, due to overdrafts by "crafty" or careless students, as in real life.

One must be aware of the possibility of bank robberies since, in practice it has happened. Strict security must be maintained at the bank; a locked container is necessary!

When a student violates a trust or infringes upon the rights of another student (or teacher) he or she may be brought to student court, unless the dispute is settled out of court. It is important that the students set precise rules (or laws) and penalties in the beginning. It is helpful to make direct comparisons between Thaler Laws and real-life laws, such as comparing running in the halls to speeding on a highway.

Typical offenses in the Thaler System are fraud and non-payment of debts. An expanded legal system, including assault, slander, larceny, and other crimes, has been used but resulted in a bureaucratic nightmare—not unlike real life!

Any student may operate a business but must first apply for a license from the teacher. One company is the Naquag Tutoring Co. which offers to teach any subject to students who are experiencing difficulty. If the client succeeds in passing the next test, a fee is paid to the company. If the student fails, the tutoring company pays the student. It seems that Thalers provide an inspiration for this cooperative educational direction, and it has proved beneficial to both parties.

Teachers find that having Thalers for their own use is desirable. The Thalers can be spent to induce students to do various odd jobs about the classroom or to buy baked foods and other products from student businesses. Teachers must earn their Thalers, like the students. Some methods have included renting teachers' chairs for a period, renting out empty desks, renting file space, or even renting the entire classroom for special events such as concerts.

It is important that students become actively involved in the organization and implementation of the system. Three students form a Board of Directors which regulates the system. One is the Payroll Director, another the Treasury Director, and the third the Special Services Director. Their responsibilities include hiring, firing, supervising, and directing their respective departments.

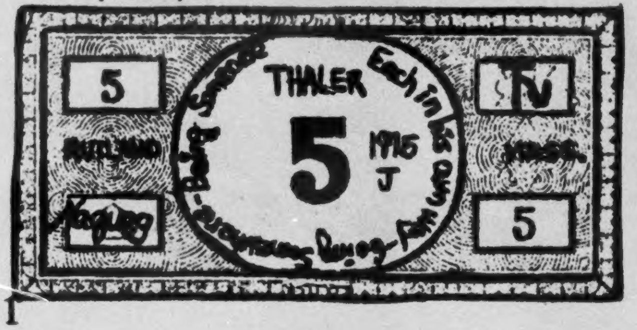
Once the system is implemented, the Board of Directors (or as an alternative, the student council) must approve any new regulations. This insures that the students feel they have control of the system. It also is important that the tone and atmosphere of the Thaler System be positive and constructive. The system ceases to function without student support.

An important aspect of the Thaler System is the effect that it can have over academically or socially unsuccessful students. One student who wasn't very successful in school and was decidedly unpopular with fellow students loved to "doodle" during lessons. He was asked if he had ever thought of making a business out of his "doodling." He found remarkable success in selling caricatures of students as well as teachers. He became prosperous and gained socially with the other students.

Another student who had difficulty in relating to others socially was a good singer and guitar player. When given an opportunity to gainfully display his talents via concerts, he, too, became financially sound and more socially acceptable. Students' self images have undergone remarkable changes, and feelings of self worth have been fostered.

The Thaler System has been used for nearly three years with success. In various schools it has been used in self-contained classrooms and also in departmentalized junior highs. It has been used, with modifications to adjust for different needs, from the fourth to the eighth grade with varying degrees of success.

Depending on the attitudes and backgrounds of the students, the teacher may need to be the "sparkplug" of the system by introducing new concepts if students' interest lessens, or the "observer" as the students themselves fuel and fire up the system.



34. Witness to Justice

BISHOP FENWICK HIGH SCHOOL, 99 Margin St., Peabody 01960
Reported by: Sister Patricia Cocozza
Information Contact: Sister Patricia Cocozza, Director of Service, 617-531-8637
Administrative Contact: Ralph LeDuc, Principal, 617-531-8200
Program began: August 1975
People involved: 2 staff, 120 students

In an effort to provide our students with the opportunity to put Christian values into practice, we offer a religion course entitled Witness to Justice to our juniors and seniors. It is a one-semester course and is offered both semesters.

In this course students explore such topics as prison reform, racism, the elderly and the poor in the United States. Current periodicals, books, and movies provide the information for and content of this course. Guest speakers – persons who have some knowledge and expertise in a field mentioned above – are invited to visit the class.

Many of the classes are lectures, but often the students are asked to present projects and/or research papers on a given topic.

While the students study some of the problems and needs of modern day society, they also, in a simple way, try to reach out to the community to provide help to others. These students give an hour each week of volunteer service to a school, hospital or organization in the community.

Some of the projects they have shared in are helping with occupational therapy or play therapy in hospitals, working with mentally retarded children and adults, and teaching a first-aid course in an elementary school. The service aspect of this program has been beneficial to the majority of students involved as well as to the institutions they serve.

The program provides the students with concrete examples of their potential to participate in their own community and to provide needed services to the community.

35. The Behavior Commission

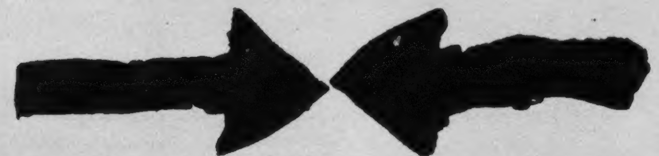
NATHANIEL MORTON ELEMENTARY SCHOOL, Lincoln St., Plymouth 02350
Superintendent: F. Edward Nicolas
Reported by: Carole E. Ferazzi
Information Contact: Carole E. Ferazzi, Teacher, 617-746-6500
Administrative Contact: Sumner Brown, Principal, 617-746-6500
Program took place: February to June 1975
People involved: 2 staff, 28 students

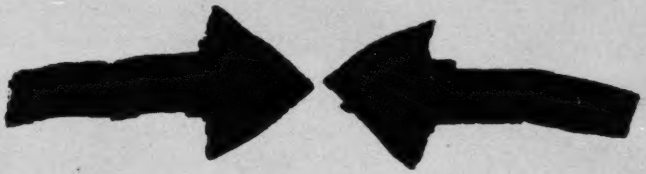
Due to the fact that the behavior of some of our class members had taken a slight "turn for the worse", it was decided during a class meeting that something had to be done to encourage better self-control, more consideration of others, and how to give as well as receive constructive criticism (as opposed to name-calling and harsh words spoken or screamed in an outburst of anger).

With the above-mentioned goals in mind and only after much brainstroming and long discussions with the student teacher working with me, the "Behavior Commission", at least in abstract terms, was born. The idea was presented to the children, and it was unanimously agreed that we give it a try.

At the beginning of each week, the children nominated their peers to be on the Behavior Commission for that week. If the nominations were accepted, the names were then voted on by means of a secret ballot. Three girls and three boys were selected for the Commission, and the children were reminded that they should vote wisely for those people who they considered to be very well-behaved and who would most likely take this position seriously and try to do a good job. After the election, the names of the Behavior Commissioners for the week were posted with a chart listing each class member's name and spaces denoting each school day for a period of one month.

An arrangement with the school specialist teacher in a resource room had previously been made so that each day two students would be





selected to spend one period there toward the end of the school day. Such things as games, crafts, popcorn popping, and sometimes just talking with a friend happened during this time. Therefore, the children considered going to the resource room to be quite a reward.

The selection of the students who go to the resource room was one of the duties of the Behavior Commission. The teacher supplied the Commission with a list of from two to four children who were "up" for a chance to go, divided into sections of those who have never been to the resource room, have been once, have been twice, or have been three times.

The names in each designated section were listed at random. The children who were eligible did not know that they were in this position, as was suggested by the class during a meeting. This prevented some students from "just being good for that one particular day – for that one particular reason".

A meeting of the Behavior Commission, the teacher, and the student teacher was held in the afternoon and a discussion of the behavior of the eligible children during their other classes, in the cafeteria, etc. took place. One of the Commissioners then notified the classmates who have been chosen and if necessary introduced them to the resource room teacher.

The other major duty of the Behavior Commission was completed at the end of the school day when our chart was filled out. The Commissioners actually graded their classmates in behavior for the day. A *one* was equivalent to very good; *two* - satisfactory; *three* - poor. (We also discovered that plus and minus were helpful). This grading was accomplished in discussions with the teacher, student teacher, or both.

Frankness and honesty were encouraged. The members of the Behavior Commission had previously graded each other. However, because their classmates felt this was unfair, during another class meeting it was decided that each Behavior Commissioner, as well as the teachers, would complete a secret ballot grading the Behavior Commissioners; the grade received most often was the final behavior grade. In order to provide the class with some say in what the Behavior Commissioners received as grades and as a means of preventing the creation of angry feelings of revenge, their grades were then brought before the class for discussion. If there is no argument, they were accepted and charted.

After a period of one month, two students receiving the most "ones" for behavior were permitted to select a reward from a number of small prizes such as pencils, erasers, magic markers, notebooks, pencil sharpeners, etc.

This Commission proved to be quite effective, providing the children with a more democratic classroom situation. Honesty has been encouraged, with peers as well as with teachers, and the children are beginning to show signs of caring about each other. Consideration of others, mutual respect, and increased responsibility are also evident.

During the months when the Behavior Commission was in operation, every child in the class had an opportunity to serve on the Commission at least once, and every child was given the privilege of visiting the resource room.

36. Persuasion and Propaganda

DIMAN REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL, Stonehaven Road, Fall River 02723
Superintendent: John P. Harrington
Reported by: Margaret A. Hopkins
Information Contact: Margaret A. Hopkins, Instructor, 617-678-2891
Administrative Contact: Barbara Colavecchio, English Department Head, 617-678-2891
Program began: 1975
People involved: 1 staff, 80 students

The program began as a follow-up project to a two-week English unit on persuasion and propoganda techniques. Using the techniques the students had analyzed and discussed, they created and marketed their own supermarket products.

Students involved were allowed to form their own groups consisting of three people. The first day students met to decide on the general type of product, such as dog food or cereal, which they would produce. One member of the group was chosen to conduct a market survey. Classmates, friends, and relatives were asked questions like "What type of cereal do you prefer – plain or sugared?" and "When do you eat cereal?"

From the results, the second student made the product which the survey had indicated as the "public's choice." The students designed the packaging, chose the colors, and actually made the product using materials from home, such as cereal boxes and plastic bottles. The third member of the group decided how to sell the product to the people.

On the day the project was presented to the class, each person told how certain conclusions were arrived at and how each product was sold. Often, for extra credit, a group included a magazine ad or a taped or live television commercial enacted by group members.

The benefit of such a program is that it includes a variety of experiences. Students learn to cooperate with each other. Oral communication is fostered in interviewing and explaining, while written communication is reinforced by having the students explain in writing their part in the project.

37. Citizenship Program Reduces Vandalism

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL HIGH SCHOOL, P.O. Box 238, Wakefield 01880
Superintendent: John Connolly
Reported by: J.X. Crowley
Information Contact: William P. Connery, Administrative Assistant, 617-246-0810
Administrative Contact: C.E. Kenerson, Deputy Director, 617-246-0810
Program began: September 1974
People involved: 6 staff, 320 students

The social studies department coordinates a grade 9 curriculum which emphasizes good citizenship, respect for one's self, and respect for one's property and that of others. The program consists of eight units taught during the first two months of school. The units include such topics as schools, education, health and safety, vandalism and the increasing school costs, and social and individual responsibility.

Students are asked to find newspaper articles in Boston and local papers in regards to vandalism, rising taxes, financial pressure on parents and the reciprocal relationships between people.

The two-month period culminates with an essay contest using the topic Citizenship in Schools – Is It Important? Winners receive plaques and certificates and have their pictures published in the local newspapers.

Vandalism at the school has now been reduced to one-quarter of what it had been before the program started. This has been the main purpose of the program, and obviously, it is working.

38. Inside-Out Week

STONELEIGH-BURNHAM SCHOOL, Bernardston Rd., Greenfield 01301
Reported by: Kathleen Acker
Information Contacts: Barry Acker, Chairman of the History Department; and Nancy Hodermarsky, English Teacher
Administrative Contact: Kathleen Acker, Headmistress, 413-774-2711
Program took place: December 1974
People involved: 30 staff, 160 students

Inside-Out Week was planned as a way to improve relations between faculty and students, to provide exposure to various human rights dilemmas facing contemporary American society, and to generally revive spirits at the end of a long term.

The week-long program consisted of a variety of seminars (many of which were team-taught by faculty and students), movies, and related social activities. Some students visited area nursing homes in order to understand this particular aspect of aging.

Frank and open discussions took place between the students and their teachers, providing a new learning experience for both groups.

We are planning a similar program for December 1975. The format will remain essentially the same. The theme for the week will focus on women.

39. Personal Growth Courses

MASCONOMET REGIONAL HIGH SCHOOL
Topsfield 01983
Superintendent: Glenn M. Fay
Reported by: Richard J. Meegan, Stuart Deane, and Judy Kasameyer
Information Contacts: Richard J. Meegan (Who Am I?), Stuart Deane (Practical Problems), Judy Kasameyer (Introductory Psychology: Moral Dilemmas and Decision Making), 617-887-2323
Administrative Contacts: Richard R. Dussault, Principal and Charles B. McClory, Social Studies Department Head, 617-887-2323
Program began: 1970 (Who Am I?); September 1974 (Practical Problems); September 1970 (Introductory Psychology)
People involved: 2 staff, 75 students (Who Am I?); 1 staff, 30 students (Practical Problems); 2 staff, 210 students (Introductory Psychology)

Three courses offered at Masconomet Regional High School deal with the development of values and methods of decision-making.

Who Am I? is a course designed to help students become more aware of their emotional selves. Past educational systems have primarily dealt with the intellect. This course is designed to help the student grow as an emotional being and, as such, to become a more productive member of society.

Who Am I? came into being in 1970 as the result of student requests. The original units were planned by students with the assistance of two teachers. Students are continually involved in evaluating the course and in helping to modify it to meet the changing needs of the students. The course is student-centered, with the teacher acting as a guide to self-discovery.

Topics covered include: sensory and emotional awareness; values clarification; personality analysis using transactional analysis; relationships; sexuality and self-identity; coping with conflict; and developing a personal life philosophy.

Practical Problems is an elective intended to prepare students for making wise lifetime decisions. The course was designed to fill a need for those students who probably will not continue on to college, although college-bound students would benefit from the class as well.

Materials include readings, films, filmstrips, videotapes and various legal forms – income tax forms, contracts, leases, etc. A key element of the course is participation by guest speakers from the local community.

Legal rights and civil rights and responsibilities are two units which bring such speakers as local policemen, an attorney, and a politician into the school. Such problems as finding a job and a place to live are dealt with in other units. Consumer education, first aid, marriage and the family, death, and philosophy of life and religion make up other topics of discussion and investigation in the course.

The Introductory Psychology classes at the high school study the human life cycle and the stages of cognitive and moral development in the unit on human growth and development, using the theories of J. P. Piaget and L. Kohlberg.

Within this structure, the sophomores, juniors, and seniors see films about decision-making, analyze the moral and cognitive behavior of news-making individuals, interview each other about solutions to hypothetical problems; and privately evaluate their own behavior through class discussion on these issues.

Students break into groups during class sessions to discuss such moral issues as cheating and stealing and how peer pressure and following orders enter into decisions. By exploring values in these moral dilemmas, students are able to design objectives for their future behavior.

40. Community Studies

MT. GREYLOCK REGIONAL HIGH SCHOOL,
Cold Spring Road, Williamstown 01267
Superintendent: Michael McGill
Reported by: Roma Hansis
Information Contact: Roma Hansis, Teacher, 413-458-8164
Administrative Contact: Winthrop Alden, Assistant Superintendent, 413-458-8164
Program began: 1972
People involved: 3 staff, 48 students

Community Studies is an interdisciplinary program combining biology, English, and social studies. The social studies component has attempted to acquaint students, through a problem-solving approach, with their own value system, the functioning of their school, and the town governments of Williamstown and Lanesborough.

The year begins with units on team building, problem solving, value clarification, and the relationship between humans and the environment. A study of land usage in the two communities is followed by a local government unit designed to acquaint students with the overall functioning of their school and town governments. Students then decide which offices, commissions, and committees they feel should be more thoroughly investigated and group themselves according to interest.

Each group develops an ever changing and expanding set of questions which they investigate through the use of questionnaires, interviews, and observation. Town managers, town moderators, school administrators, and school committee members are interviewed. Commission and committee meetings are attended and citizens are polled. A final team report is compiled. Each member of each group grades himself or herself as well as all other members of the group according to established criteria of individual and group participation and responsibility.

In 1975 there were thirteen groups ranging in size from two to seven members covering such diverse areas as recreation, zoning, employment, town meetings, education, the Williamstown Sign Commission and the Planning Boards of the two towns. The final examination for the course consisted of transporting the forty-eight students to Cape Cod where they tested their abilities to "discover" the workings of the educational system and the town government of a community.

The course is student-directed and the teacher is a co-learner and a facilitator. The town agencies studied are selected by the students and therefore vary from year to year. Students not only learn about the civic systems within their school and town, but they live the democratic process within their classroom and their group. The process is sometimes slow, the technique sometimes maddening, but students appear to leave the program with confidence in their ability to ask questions, discover answers and participate as informed citizens in the democratic process.

41. Citizenship Education

MONTAGUE ELEMENTARY SCHOOLS,
Crocker Ave., Turners Falls 01376
Superintendent: Daniel R. Morrison
Reported by: John V. Collins
Information Contact: John V. Collins, Principal, Hillcrest School, 413-863-4277
Administrative Contact: Paul C. Bassett, Assistant Superintendent, 413-863-9311
Program began: September 1974
People involved: 41 staff, 825 students

In the late spring of 1974 at a meeting of the four Montague elementary school principals and the assistant superintendent, it was agreed that the elementary program should include a comprehensive form of citizenship education at all grade levels. The planning group compiled a curriculum based on monthly themes which would be taught in every classroom. Some of these themes were: safety to, in and from school; courtesy to peers and adults; respect for the property rights of others; personal hygiene; and respect for the democratic process.

Each month of the school year all four elementary schools reflect the specific theme in classrooms, halls, cafeteria, etc. through posters, charts, and other visual materials. Teachers discuss the theme in their classrooms and supplement the discussions with films, filmstrips and outside resource persons.

Parents are made aware of each monthly theme through individual school bulletins and the superintendent's monthly bulletin to parents. In these communications, parents are encouraged to actively work with their children in discussing the theme.

The community as a whole has also taken notice of the program. The local newspaper has done several lead stories on citizenship education in the elementary schools. In addition, several programs pertaining to the themes have been videotaped with the school's video equipment and shown over the local educational cable television station.

42. Participatory Student Government

AMHERST-PELHAM REGIONAL JUNIOR HIGH SCHOOL, Chestnut St., Amherst 01002
Superintendent: Donald B. Frizzle
Reported by: John E. Heffley
Information Contact: John Burruto, Building Principal, 413-549-3975
Administrative Contact: John E. Heffley, Coordinating Principal, 413-549-3710
Program began: 1969

Through this program the Amherst-Pelham Regional Junior High School hopes to encourage effective student participation in some policy areas and in community relations. Major goals of the program include providing students with opportunities to take responsibility for school affairs and to learn how to alter social institutions to better meet the changing needs of the people involved.

The school's Student Council and class officers have access to people in all parts of the educational structure, including the student body, teachers, staff, administrators, the Regional Superintendent, and the Regional School Committee. Public television regularly and frequently is used by student groups to present school issues to the community at large.

An issue can be raised by one group and discussed by all, including the community. For example, teachers expressed to their advisory committee concerns regarding noise in the halls during the three lunch periods. The advisory group consulted with both the administration and the Student Council. During discussions students raised several other issues which were of concern to them about the lunch periods.

The Student Council systematically conducted surveys of student and staff and conducted assemblies to discuss certain issues. Administrators and the food service staff responded to survey results and students' questions. The Student Council also collaborated with a journalism class to plan and present a program regarding general and particular cafeterial issues.

Students agreed with the administration that the policy allowing students to leave the building during lunch periods but requiring them to stay out of the halls should be enforced. Also lunch menus were changed to better suit student tastes, while maintaining mandated nutritional values. Teachers agreed not to cut into lunch lines ahead of students.

The Student Council installed a juke box in the cafeteria. Murals were planned for cafeteria walls. Students volunteered to act as peer counselors to encourage reasonable and responsible behavior during lunch periods. Each of these actions was recommended by the students and accepted by the administration.

Students took initiative and responsibility to correct a situation that tended, as they understood it, to interfere with their learning. In the process, students learned that a social agency is amenable to change given a sustained, organized, and responsible effort and that different groups, each with its own perceptions, needs, and intentions, can cooperate to solve problems.

43. The Game

LIBERTY SCHOOL, 962 Carew St., Springfield 01104
Superintendent: John E. Deady
Reported by: John Fitzgerald, Counselor
Information Contacts: Michael Fioretti, Principal and Julio Kozzilillo, 413-732-8216
Program began: November 1973
People involved: 6 staff, 110 students

A casual observer might mistakenly think he had entered the wrong building. The bustling noise of what appears to be an auction is in progress.

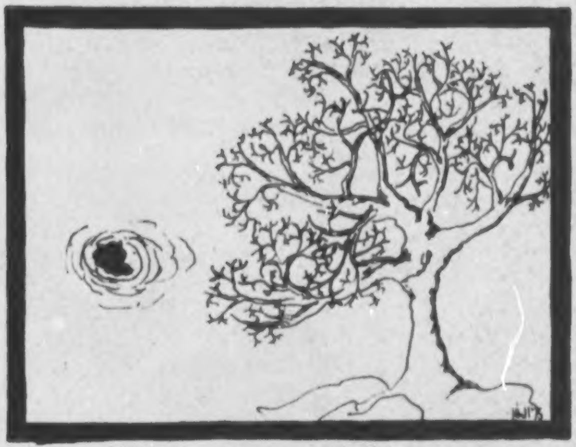
"I bid seven hundred points", is the familiar cry. Voices competing against one another can be overheard echoing throughout the corridor. Upon closer investigation, one soon realizes that a mistake has not been made, that we are indeed in Liberty School. What the visitor is observing is a unique program the children have aptly named, "The Game".

The Game is actually a systematized program utilizing behavior modification techniques. Some of the staff at Liberty School sought a method to improve both the discipline within the classroom via a different approach and to develop better work-study habits of students. Once the objectives were clarified, a procedure was sought to meet these goals. Behavior modification techniques using positive reinforcement were the strategies decided upon.

The tactics are rewards, jobs and privileges within the school building which can be gained by children through the purchasing of them at bimonthly auctions. Each day students earn points for both satisfactory behavior and completed assignments. At the end of two school weeks the child can bid for various jobs or privileges with the points he/she has accumulated. During the following two weeks, he/she is allowed free time from class to work at his or her job. If the child chooses not to spend the points at the auction, they can be saved for future use. At the end of each week, classes total their points. The class having the most points receives a banner reading, "We're Number One."

The staff members observe that discipline and work-study habits are improving significantly and a survey method of research administered to both teachers and students has confirmed this.

At the end of each school year a picnic is held for all classes which achieved 80 percent or better of weeks when no one had to be sent to the office. (All classes were eligible to participate in the 1975 picnic.)



44. Biweekly Values Program

CENTER SCHOOL, Barstow St., Mattapoisett 02739
Superintendent: Joseph C. Kunces
Reported by: Katherine L. Aurich
Information Contact: Katherine L. Aurich, Principal and Ruth Baker, Librarian, 617-758-2521
Program began: September 1972
People involved: 1 staff, 410 students

The purpose of the program is to expose the children in grades one through four to a study of values and value systems. The values primarily emphasized are respect for each person, one's rights, and one's works. Emphasis is placed on developing and maintaining a positive self-image.

Every other week each class of students goes to the school library to view a filmstrip or to listen to a tape about a certain value. A discussion, moderated by the school librarian, follows. Dynamic exchange of ideas occurs among the students during these discussions.

Filmstrips have included "Tales of Wise Old Owl," which deals with law and order, family warmth, true friendship, and patience; "Who Am I?" – which explores the concept of self–image; and "Sportsmanship," a film about teamwork. The tapes have dealt with such subjects as selfishness, temper control, and taking turns.

The librarian reports excellent response on the part of the students to this approach. It is anticipated that such materials and discussions will provide the students with the frame of reference needed for everyday decisions which require value judgments.

45. Building School Spirit And Citizenship

MCCULLOCH ELEMENTARY SCHOOL, 182 Green St., North Weymouth 02191
Superintendent: Leon H. Farrin
Reported by: Janice Jacka and Roger Dow, Teachers
Information Contact: Phil Spallino, Principal, 617-335-1811
Program began: September 1974
People involved: 13 staff, 255 students

The program to improve school spirit started in the spring of 1974 when the McCulloch School was thoroughly cleaned. All the teachers and the principal felt that if there was a strong school spirit built up in the children, they would join together to take good care not only of the building itself, but also of the materials, supplies and equipment within the building. With this in mind, several committees were established among the teachers.

One committee planned an emblem contest. All students in grades one through six were eligible to submit an original emblem symbolic of McCulloch school spirit. One-hundred per cent of the students participated. Thirty-three emblems were chosen by a panel of teachers, and the fifth grade classes set up a voting day. During this day all McCulloch students voted for the one best emblem. Voting booths were set up in the gym, ballots were issued, and fifth grade students made periodic announcements about the results – all to give the election the feel of the "real thing". Peggy Jean Hogan, fifth grader, was very thrilled when she was announced as the winner for the emblem contest. For her prize, Peggy Jean and a friend were taken to the Ice Capades.

As a result of the emblem contest, the teachers decided that sweatshirts, football style jerseys, T-shirts, and jackets imprinted with the new school emblem might help keep up the school spirit among the students.

Other activities of the program were a song contest and a cake sale. The song contest was held to select the best student poem that described the school. The music teacher, volunteered to set the poem to music. Charlie Darvish, a third grader, was very excited about his poem being chosen. As a prize he received a sweatshirt imprinted with the school emblem. Money was raised at a cake sale for individual class projects which would improve school spirit and reduce school vandalism.

The boys and girls school spirit continued high through the end of the school year when a "Happy Birthday America" assembly was held. Included in the program were the Weymouth Militia who displayed their uniforms and explained muskets and early flags to the students.

D. School/Community Service

46. Student Commission For Architectural Renovation

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL, 390 Lincoln Road, Sudbury 01776
Superintendent: David Levington
Reported by: Norman Swicker
Information Contact: Norman R. Swicker, Adviser, 617-443-9961
Administrative Contact: David Levington, Superintendent, 617-443-9961
Program began: October 1973
People involved: 1 staff, 10 students

In an ongoing program, students are working on many projects oriented towards architectural renovation of the high school. The program began with the need for a new audio-visual area that would be as attractive and dynamic as the rest of the school. Students in the Architectural Drafting classes who had expressed an interest in pursuing architecture-related careers were chosen to design the new area.

Working under conditions closely resembling those of an architectural firm, they prepared the architectural drawings and specifications which were used on the bid documents. The new area includes large, group workrooms, a darkroom, copying room, an area for TV and movie production, a projection booth, an office, teachers' workrooms, and supply and storage space.

The school acted as the prime contractor and asked for sub-bids, one for general carpentry and one for electrical work. Students also participated in the actual construction of the new facilities. The A-V club did the painting when the construction was finished and offered to raise the money for carpeting the area.

The student participation helped to keep the costs of the project down and insured that the facilities would be designed to meet the needs of those using the space. The students who worked on the project are proud of having made a valuable and responsible contribution to their communities.

During the 1974-1975 school year S.C.A.R. has been involved in the following projects:

1. The redesigning of the main school corridor in order to give it a positive appearance as the main entrance to the school. This is now under construction with completion scheduled for September 1975.
2. The selection of colors for classrooms – getting away from the traditional pastels and using live vibrant colors to help improve the educational atmosphere.
3. The development of plans for the moving of one of the school's Hall Offices into a combined Hall Office, lounge and study area space – a project similar to the A-V project of 1973-1974 but not quite as extensive. However it does require meeting the needs of several groups of people.
4. Concurrently we are working on designing graphics and choosing colors to identify the various Hall units and special areas of the school.
5. Designing functional furniture for the Hall lounges.
6. Designing an out-door courtyard as a memorial to a former student who lost her life while enjoying the out-of-doors.

47. High Schoolers Share Skills With the Second Grade

SOUTHWICK HIGH SCHOOL, 93 Feeding Hills Road, Southwick 01077
Superintendent: Roland C. Weeks
Reported by: Jane Sturmer
Information Contact: Jane Sturmer, Teacher, 413-568-6171
Administrative Contact: Alexander H. Prew, Principal, 413-569-6171
Program began: 1973
People involved: 1 staff, 50 students

In the fall of 1973, an experimental program was initiated at Southwick High School. Senior

students, who were taking their fourth year of Spanish, went for one period a week to teach Spanish to a first grade class at Woodland Elementary School. Lessons and methods were discussed and prepared in Spanish classes by the high school students.

In the fall of 1974, another fourth year Spanish class continued this program with the same elementary children in the second grade.

In several ways this program has already proven valuable. The high school students are utilizing an acquired skill by sharing their Spanish with the elementary class. They are also providing bilingual education in Southwick which otherwise would not be feasible. The high school students are doing gratis what it would take six Spanish teachers to do. Each high school student has between four and six children in a group, which is ideal for language instruction.

In addition, the elementary class has developed far beyond expectations. Oral-aural skills have developed so rapidly that Spanish readers used in Spain by first grade students have been completed by the second graders. Other materials for class use have been prepared by the high school students, including bulletin boards, games, songs, and special holiday materials. Separate from the regular weekly Spanish lesson and as a part of the second graders' science lesson, tapes of the bilingual television program, "Villa Alegre", are shown.

The Spanish program will continue with the same elementary group through the sixth grade, taught each year by a new fourth year Spanish class from Southwick High School.

48. Historic Building Markers

MEDFORD HIGH SCHOOL, 489 Winthrop St., Medford 02155
Superintendent: John Houston
Reported by: Joseph V. Valeriani
Information Contact: Joseph V. Valeriani, Teacher, 617-396-5800, Ext 364
Administrative Contact: John Houston, Hall Ave., Medford, 617-396-5800
Program began: September 1974
People involved: 3 staff, 16 students

To commemorate the Bicentennial, it was decided to place historic markers on approximately 75 homes of historical significance in the city of Medford. Sixteen Advanced Placement U.S. History students assisted in selecting the homes with the aid of the City Planning Department. Money for the material (paint, wood, etc.) was provided by the Medford Teachers Association.

Students in the cabinet-making shop at the Medford Vocational School cut the wood to the specifications given by the New England Antiquarian Society. The painting and decorating shop students at the vocational school painted the markers.

As of April 19, 1975, the markers were completed and placed upon the historic homes in time for Medford's Bicentennial Celebration. The project has developed a good deal of favorable publicity in the community for both the schools and the teachers' association.

49. P-C Preschool

PLYMOUTH-CARVER HIGH SCHOOL, Obery St., Plymouth 02360
Superintendent: F. Edward Nicolas
Reported by: Beverly Thomas
Information Contact: Beverly Thomas, Program Director, 617-746-4700
Administrative Contact: Wilbert Cingolani, Principal, 617-746-4700
Program began: September 1972
People involved: 1 staff, 20 students

The P-C Preschool is organized, planned, and operated by Plymouth-Carver High School students as part of the home economics curriculum. The program is intended to provide students with a situation in which they can acquire practical training in child development and learning. Through the planning, implementation, and evaluation of activities for the preschoolers, the high school students also become acquainted with the operation of a preschool and its vocational implications. The students comment that they gain an increased understanding of themselves and of others through their work with the children.

The P-C Preschool is held for an hour and a quarter, four days a week, and serves three and four-year-olds from the community.

50. Seminar on Teaching

SILVER LAKE REGIONAL HIGH SCHOOL,
Pembroke St., Kingston 02364
Superintendent: Francis M. Moran
Reported by: Albert F. Argenziano
Information Contact: Albert F. Argenziano, Principal, 617-585-6544
Program began: September 1, 1973
People involved: 1 staff, 20 students

Seminar on Teaching, a course in its second year at Silver Lake Regional High School, combines intensive reading with practical experience. The objective of the course is to improve the student's ability to view elementary schools and their problems with understanding. To accomplish this, students enrolled in the course read seven required tests, including *How Children Learn* by John Holt and *Education and Ecstasy* by George B. Leonard.

To complement the reading, each student participates in an elementary school setting two days a week, where he/she both observes the teacher and has the opportunity to teach and be evaluated. The students also meet specialists in elementary education and curriculum.

As a final project, each student in the course must develop a major case study describing his/her placement situation and a specific problem observed. The student must also analyze the events, using concepts learned in the required reading, and suggest specific strategies for change and improvement.

51. Traffic Study

NEWBURYPORT HIGH SCHOOL, 241 High St., Newburyport 01950
Superintendent: Francis T. Bresnahan
Reported by: Jean Foley
Information Contact: Richard Doyle, Teacher, 617-462-8731
Administrative Contact: Jean Foley, Social Studies Coordinator, Rupert A. Nock Middle School, Low St., 617-462-7141
Program began: January 1975
People involved: 2 staff, 5 students

Several months ago a familiar citizen of Newburyport embarked on a study of the increasing dangers caused by speeding and inconsiderate driving in Newburyport. After compiling his report,he attempted to obtain a hearing with city officials. Failing in his efforts, he contacted the Social Studies Coordinator and a teacher at the Newburyport High School who agreed to give him their support. He was given permission to address a Contemporary Affairs class with the understanding that students could be solicited, but not required to work on the project. It was felt that this project would give the students a chance to become usefully involved in civic action.

Three students, who were later joined by others, volunteered their efforts. The group spent several days at a number of intersections in Newburyport clocking the speed of drivers. For the most part, the speeds checked were above those stipulated by regulation. The students then interviewed about 100 persons concerning five questions based on the quality of driving in Newburyport. The majority of answers shared a definite concern about hazardous driving patterns in the town.

The group of students put together a 12-page report that was presented to the City Council, and referred to the Committee on Public Safety. One section of the report listed possible factors involved in the hazardous conditions, such as lack of awareness and the rush of today's society.

The students' action initiated numerous letters to the local newspaper in support of their position by concerned citizens. This was followed by a crackdown on speeding through the use of radar by the Police Department, which has resulted in an increasing number of citations being issued to speeders. New signs posting speed limits have been installed throughout the city.

Despite this measure of success, the students are not abandoning their project. The help of citizens has been enlisted to keep the campaign moving throughout the entire city.

52. Contracted Credit

WAHCONAH REGIONAL HIGH SCHOOL, Dalton 01226

Superintendent: James Lewis, Jr.

Reported by: Jay Decker

Information Contacts: William J. Birmingham, Principal, 413-684-1330, Jay Decker, Assistant Principal, 413-684-1330

Program began: September 1974

People involved: 50-60 staff, 70-80 students

The Contracted Credit Program provides an opportunity for junior and senior high school students to obtain academic credit outside the normal classroom setting. A definite advantage of the program is that it enables students to become involved in areas of their interest even when there are insufficient numbers for a class.

Students can take part in three categories of the educational program. An independent study allows the student to research a particular topic under the guidance of a faculty member. Students also have the opportunity to become important members of their school community and earn credit by carrying out specific school service activities on a day-to-day basis. These include acting as laboratory aides, stenographic aides and helping teachers and administrators in other ways.

Extra-opportunity programs also allow the aggressive, mature students to investigate and become involved with film programs, assemblies, community service programs, mini-courses, and other self-motivated studies.

The program is under the direction of a Contract Credit Committee. Approval and constant check on the progress of assignments is maintained through guidance counselors, advisors and the administration. The burden of responsibility, however, is on the student to follow the established routine from approval to final completion and grade.

Up to five credits can be earned per year, depending upon the committee's evaluation of the value and need of the student's project.

53. Satellite Classrooms In the Community

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT, Union Block, Main St., Dalton 01226

Superintendent: James Lewis

Reported by: John R. Madden

Information Contact: James Rivers, Director of Guidance and Career Education, Wahconah Regional High School, 170 Windsor Rd., Dalton 01226, 413-684-1330

Administrative Contact: John R. Madden, Assistant Superintendent for Curriculum, Instruction and Evaluation

Program began: September 1974

People involved: 5 staff, 50 students

Satellite Classrooms in the Community is a program that combines academic preparation with practical work experience, a work experience which also fills a community need. There are really two satellite programs, a day care center and a business office. Both have the same type of organizational components and philosophical basis.

The Day Care Center is housed in rented church space in the community. It is presently accommodating approximately thirty pre-schoolers most of whom are in attendance for the entire day. The staff consists of a full time director, assistant director and clerk, plus 22-24 high school seniors serving in a work-study capacity.

In any one week eight of the students work as full time aides at the Day Care Center gaining practical experience in working in a whole host of ways with young children. Eight other students in the program, meanwhile, are attending classes full-time at the high school. Among the academic courses in which they are enrolled are psychology, a special home economics course and, next year, a course in children's literature. The two groups of students alternate weekly assignments at the Day Care Center and high school. While in the classroom the students are learning things which they will shortly have an opportunity to apply in a practical context.

Six of the students in the day care program also have an opportunity to work as aides in two of the district's kindergarten classes and/or assist in a special education class.

The center of the second satellite program is the Satellite Office. Here business students, working under the direction of a person who is an experienced office manager as well as a certified teacher, answer phones, take orders from local merchants, take dictation, type, file and maintain the necessary accounts. Customers who have purchased the services of the Satellite Office range from high volume users such as the School Department to local small businesses.

Students work at the office on days when they have relatively light academic schedules or have mostly business classes; assignments missed are, of course, made up. While not a work-study program, the orientation of the Satellite Office is essentially the same as the Day Care Center – putting to practical use knowledge and skills learned in the classroom.

Students working at the Day Care Center are paid the going hourly rate for teachers aides. They are paid out of income generated by the project. Generated income totals approximately $2000 per month and is used to defray food and transportation costs and the costs of providing the children with both swimming and dancing lessons. Some supplies are also purchased out of this fund.

Classroom instruction of the students who work at the Day Care Center includes some work in early childhood education. This is accomplished through a special home economics course and a course in counseling which emphasizes characteristics of early childhood. On alternate weeks the students are busily engaged in directing activities with the children in the Day Care Center, a situation which allows them to test some of the things they have learned in the classroom.

Future plans call for the expansion of Satellite Classrooms in the Community to include what we have called the Home Health Care Program. We plan here to offer classroom preparation to interested students, again in a work-study contest, in aspects of home health care. This will be coupled with a supervised work experience in private homes giving various kinds of assistance, from help to young mothers with newborn children to elderly persons in need.

The Home Health Care Program has, we feel, great potential, and it continues the thrust we've established in other programs in Satellite Classrooms.

How have the students been affected? Based on the evaluation of the students involved, in very positive ways. All have found the dimension of realism to be quite significant in affecting their attitudes about both school and possible career choices. For some, the program has offered an important source of supplemental family income, income derived from doing important work and fulfilling academic requirements at the same time.

Yet another significant result of the program can be seen in the number of Satellite Classroom students who have chosen related careers as a result of this experience. Approximately thirty percent of the students in the Day Care Center have enrolled in Berkshire Community College, and many of these have chosen to major in Human Services.

Similarly, about seventy percent of the Satellite Office students plan to continue their formal studies, and most in business related fields. For those not continuing their studies, interviews with prospective employers are arranged.

E. Preservation Of the Environment

54. Project Leader

STALL BROOK SCHOOL, Hartford Avenue,
Bellingham 02019
Superintendent: Anthony C. Minichiello
Reported by: Nancy Hennas
Information Contact: Thomas Scanlon, Vice Principal, 617-966-0451
Program began: September 1974
People involved: 1 staff, 920 students

Project LEADER (Learning, Experiencing, Acknowledging, and Discovering Environmental Respect) was launched when a good site and an interested teacher became available simultaneously.

Stall Brook School, which opened in September 1973, is in an ideal location for environmental studies. It became apparent by spring 1974 that the 27 acres of land surrounding the school were not being utilized fully. Children sat in classrooms viewing filmstrips on seasonal change, microscopic life, food chains and webs, pollution, and numerous other subjects that could best be observed through direct experience.

The kindergarten enrollment was decreasing. One kindergarten teacher proposed that she develop an environmental studies program and lead all children in grades K-6 in their field study. She teaches kindergarten in the morning and outdoor study in the afternoon. Each of the 32 classes has environmental study for one hour twice a month, weather permitting.

Behind the school is a brook. The younger children have their first introduction to nature by observing the brook through the seasons. They can watch the stream change from a few puddles with many inhabitants and rich plant life at the end of the summer to a raging stream with little evidence of life at all in the winter.

As the brook flows onward it widens into a small mill pond. On this site are the remains of an old grist and saw mill dating to the 18th century. Children can observe the works of Bellingham's early fathers in building the mill, damming the brook and building a sluice to generate power.

An old carriage road is still in existence leading to the mill site. This road can be followed deep into a pine forest which borders it on both sides. Children are able to observe the kinds of homes animals build in a pine forest and their source of food.

Stone walls jig jag through the woods. Observing these leads to contemplation concerning their construction and original use. The children are able to see the land in succession from field to forest. They can find the seedlings and observe the evidence of forest life in action.

Following a path through the towering pines, walking on a silent blanket of needles we came to a small pond. Some fourth grade students quietly approach and are delighted to find four turtles sunning on a log. Also visible are the remains of nocturnal prowls of racoons, skunks and muskrats as they leave their prints in the soft mud on the pond's shore. Remaining also is the skeletal structure of a crayfish meal.

Project LEADER also involves the study of a meadow and its inhabitants now and in the past; a sand pit and the floral and fauna life indigenous to this kind of habitat and a cemetary with its inhabitants dating back as far as 1719.

This is a brief description of some of the high points of our newly launched program which we find as exciting as the children do.

55. Bicentennial Horticultural Beautification Project

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01609
Superintendent: John J. Connor, Jr.
Reported by: Robin Spaulding
Information Contact: Robin Spaulding, Coordinator, School Volunteers for Worcester, 617-798-2521
Program began: 1974
People involved: 200 staff and volunteers, 2500 students

This program was developed by the Worcester Public Schools in cooperation with the Worcester Area Chamber of Commerce, the Worcester County Horticultural Society, the Office of School Volunteers and area businesses. The purpose of the program is to encourage children in grades K-6 to grow flower or vegetable plants to help them develop an interest and appreciation for horticulture and the beautification of their neighborhood school community.

Funds to pay for pots, seeds and loan ($1500) were provided by the Massachusetts Bicentennial Commission and the City of Worcester. Additional materials and expertise have been provided by several local nurseries and horticulturalists.

The children participating in the program grow plants from seed in peat pots in their classrooms. When the plants are big enough, the children transplant them in #10 cans which have been decorated to commemorate the Bicentennial celebration. The children take some of the plants home to beautify their yards or homes. The rest of the plants are placed in school planters or victory gardens by the children. (The planters are cut off donated sewer pipes.) Each school yard has three. Not a flower was picked from any of them by students in last year's pilot program.

Volunteer parents, senior citizens and school personnel are all working together with students to make the program a success. Plans are being made to expand the program to include high school students in the future.

56. Project Adventure

MASCONOMET REGIONAL HIGH SCHOOL, RFD, Endicott St., Topsfield 01983
Superintendent: Glenn M. Fay
Reported by: Tracy Mousseau
Information Contacts: Rufus Little, Carl Rohnke, and Robert Lentz, Project Adventure, Hamilton-Wenham Regional High School, Hamilton 01936, 617-468-1766
Administrative Contact: Gerald L. Plumley, Athletic Director, Masconomet Regional High School, 617-887-2323
Program began: September 1974
People involved: 6 staff, 400 students

This program was modeled after an ESEA Title III project at Hamilton-Wenham Regional High School which was reported in Kaleidoscope 7.

Project Adventure seeks to transmit a sense that life should be entered into fully, actively, and compassionately. Masconomet has incorporated Project Adventure into the physical education curriculum for eleventh graders. The program aims:

- to increase the participant's sense of personal confidence.
- to increase mutual support within a group.
- to develop an increased level of agility and physical coordination.
- to develop an increased joy in one's physical self and in being with others.
- to develop an increased familiarity and identification with the natural world.

Utilizing Project Adventure's approach, classes are conducted in a non-traditional manner. Classes are co-educational, loose comfortable clothing is the mode of dress, and a wide variety of activities are offered for every weather condition, as classes meet outdoors year-round.

The staff has found that all students are taking an active part in the decision-making process as well as in the activities of each class. Students who have been previously "turned off" or have failed in traditional physical education classes and in the competitiveness of various sports are challenged by Project Adventure and are participating in all of the activities. Students who have enjoyed the traditional programs seem to like Project Adventure even more, as it offers them new and different challenges.

Some of the activities include preliminary exercises, initiative problems, the ropes course, rappelling, cross-country skiing, map and compass reading, first aid, and canoeing and water safety skills.

Since many of these activities are new and different, students are asked to try everything. This often involves anxiety and degree of physical and/or emotional risk. The experience then becomes very personal, and as they experience physical success they find that the seemingly difficult becomes possible. The inner struggles are often a beginning to maturity and rational thinking. An important concept in these classes is that students have fun; success and failure are not as important as making an effort.

57. Outdoor Education Unit

AUBURN JUNIOR HIGH SCHOOL, 10 Swanson Rd., Auburn 01501
Superintendent: John A. Watters
Reported by: James L. Courville, Program Supervisor
Information Contact: W. Richard Granger, Principal, 617-832-5717
Program began: September 1971
People involved: 5 staff, 593 students

The program began in 1971 after both students and teachers expressed a desire to become more aware of their immediate surroundings. After two difficult years, a successful outdoor education unit has been developed.

In the beginning teachers found it difficult to organize and prepare outdoor activities. Consequently, outdoor experiences for the students were irregular and infrequent. Also preparation of an outdoor site proceeded slowly.

Because of these problems, outdoor specialists were hired, and the program was revised. The current program is flexible and provides for variations in weather and season. Learning activities are open ended and ongoing.

An outdoor education specialist conducts classes in the field every day throughout the year. Two other specialists meet outdoors with students every day for 10 days. As a result, every student receives at least 10 days of outdoor education per year for two consecutive years. The timing provides students with an opportunity to study changes in their surroundings.

Students participate in the planning and construction of the "Ecolab." The classes are planting a school arboretum, digging a small pond, and managing existing fields and forests.

Indoor activities, including the use of filmstrips, cassettes, and microscopes, supplement the outdoor program.

Students have developed skills in measuring and collecting data and in solving ecological problems. Through their involvement in outdoor education, students also have become interested in improving the quality of the environment.

58. Project Late

MILFORD MIDDLE SCHOOL, 66 School St., Milford 01757
Superintendent: James J. Buckley
Reported by: Leo Fantini, Advisor
Information Contact: William Bouchard or John Costantino, Teachers, 617-473-0792
Administrative Contact: Ronald P. Longobardi, Principal, 617-473-0792
Program began: January 1975
People involved: 3 staff, 124 students

Students find it very exciting to participate in activities which not only involve learning outside of the classroom, but living away from home for a period of time. This is what 62 eighth grade students, two teachers, and two parents from the Milford Middle School did for one week in January and one week in February at Spruce Mountain Environmental Education Center in Bryant Pond, Maine.

The Center is a unique two-hundred-acre farm, located at the base of Five-Minute Mountain. Students are able to gain first hand knowledge about the environment, as they engage in many learning activities presented by the staff.

After mastering the proper technique of snowshoeing and cross-country skiing, the students were ready to tackle their classes, which included Ecology of the Mixed Forest in Winter, Environmental Problems, Animal Life in Winter, Alpine Ecology, Maps and Compass Reading, Natural Energy, and the New England Farm Culture.

One of the more challenging classes the students were involved in during the week was to climb Five-Minute Mountain with their instructors. With the aid of snowshoes, the students were able to study several types of animals. While the students climbed, they also studied the many changes in the forest from the base of the mountain to the summit.

Upon reaching the summit after a four-hour climb, not only were the students rewarded with a magnificent view of the Presidential Mountain Range, but they had the personal satisfaction of conquering Five-Minute Mountain.

59. Outdoor Literature

KEEFE TECHNICAL HIGH SCHOOL, Winter St., Framingham 01701
Superintendent: D. Donoghue
Reported by: Margaret Carlson
Information Contact: Margaret Carlson, English Department Chairperson, 617-879-5400
Administrative Contact: Paul Bento, Academic Supervisor, 617-879-5400
Program began: February 1975
People involved: 4 staff, 115 students

The staff has always been interested in outdoor activities as important learning experiences and has sponsored several hostel weekend trips or biking and hiking outings. The outdoor literature course is an outgrowth of those extra-curricular activities. It was inspired also by Project Adventure, an ESEA Title III program at Hamilton-Wenham Regional High School (reported in Kaleidoscope 7).

The course includes a number of books involving survival, adventure, and the outdoors. One day a week (double periods of English) is spent outdoors on related activities, such as fire-building, orienteering, climbing a rope course, and playing group games from Outward Bound to build self-confidence and cooperation.

Student response has been uniformly enthusiastic. Reluctant readers, as well as avid readers, are using all the texts. Titles include *Dove, Survive the Savage Sea, Epics of Everest, In Wildness, A Whale for the Killing, Two against the North, The Survivor, Death Watch, The Raft, Walden, Foxfire Book, My Side of the Mountain,* and *Great Adventure Stories.* Also, the Scholastic unit, *Survival,* gives an excellent anthology of survival stories and student log books. Magazines such as Readers Digest and National Wildlife also are used. Considerable class discussion about mental and physical survival techniques results from the reading material.

Many films such as "John Muir's High Sierra", "Outward Bound - I'm OK" and Audubon conservation films supplement the reading.

Several full-day trips include canoeing on Sudbury River, climbing Mt. Monadnock, and walking on Outer Beach at Cape Cod. In late May students camp overnight at a state park.

60. Project Cape Cod

HARDWICK ELEMENTARY SCHOOLS, Main Street, Gilbertville 01031
Superintendent: Corridon F. Trask, Jr.
Reported by: Marion Bagdonas
Information Contact: Marion Bagdonas, Director, 413-477-6451
Administrative Contact: Charles E. Lemaitre, Principal, 413-477-6351
Program began: Fall 1970
People involved: 7-10 staff, 50-60 students

For several years, 6th grade students from the Hardwick Elementary Schools have traveled to Cape Cod where they spend 5 days involved in a socialization/environmental education experience along with their teachers, some parents, and other members of the faculty and staff.

Many of the students attending the Hardwick Elementary Schools come from homes which cannot provide them with experiences outside of the community. We felt that if the students could raise enough money to pay for transportation, rental of a camp facility, food and supplies, we would provide them with the opportunity and learn about the ocean and its shores.

While the environmental aspects of the experience are foremost in our minds, we find that the rapport developed between all who attend proved to be the most valuable outcome of the trip.

61. An Environmental Laboratory

WESTON JUNIOR HIGH SCHOOL, Wellesley St., Weston 02193
Superintendent: Phillip A. Wood
Reported by: Alexander D. Platt
Information Contact: Alexander D. Platt, Project Coordinator, 617-899-0620, x162
Administrative Contact: Russell Tomrose, Principal, 617-899-0620, x155
Program began: June 1975
People involved: 4 staff, 125 students

The main purpose of this project is to encourage seventh grade students to become actively involved in their community through the study of a local environmental problem. During June 1975, a time of the year when classrooms can feel more restrictive, we created an outdoor curriculum which varies from the normal disciplinary diet. Because math, social studies, English and science all have environmental applications, team teachers from these four disciplines created three multi-disciplinary units. The titles are as follows: "Crooks of the Brooks" – a watershed study, "Digging into the Past" – an archaeology study, and "What a Waste" – a solid waste study.

We were able to adapt the schedule to find two-and-one-half hour time blocks in order to allow enough project time. The activities were varied but all of them involved students working with people of problems directly related to the town of Weston.

The watershed group concentrated on the problems of water supply and sewage pollution and conducted tests on the various town brooks. The archeological group focused on gridding, digging and classifying artifacts found on an old mill site. (A pre-civil war clay pipe was acclaimed the most interesting of thousands of student-dug artifacts). The solid waste group surveyed townspeople regarding their recycling and landfill attitudes, built demonstration compost heaps and interviewed individuals involved in a landfill expansion dispute.

One of the most important facets was the contact between school and community. Students met with literally dozens of local resource citizens and representatives of many town boards. The Selectmen, Planning Board, Historical Society and the Board of Health were only a few of the town government organizations which participated in the project.

II. SCHOOL/COMMUNITY COLLABORATION

F. Relating School And Community

62. 'I Hear a Drum'

ACTON and ACTON-BOXBOROUGH REGIONAL SCHOOLS, 16 Charter Rd., Acton 01720
Superintendent: Raymond J. Grey
Reported by: Lynne Salisbury
Information Contact: Henry Wegiel, Director of Fine Arts, 617-263-3562
Program took place: April 1975

It all began when two Acton women began looking around for a good piece of music for children's chorus to be performed for the Bicentennial. One of them formerly taught music at the Acton-Boxborough Junior High School; the other was serving as director of the junior choir at her church. Finding nothing they felt was fresh or exciting, they teamed up with another local woman who had been a high school history teacher and wrote the music, lyrics, narration and dialogue for an original cantata which they called "I Hear a Drum".

Then they went to the Acton Bicentennial Committee to see if they would be interested in including something for children in the town's celebration which was scheduled for April 19, 1975. They felt very strongly that there should be some active role for children in the celebration, since participating would make the occasion more meaningful and memorable to the children. The Committee was enthusiastic and appointed the Director of Fine Arts of the local and regional school district as liaison for the project.

The Committee agreed to pay the cost of copying the music so it could be offered to all of the town's elementary schools. One of them decided to use the cantata in its own music program. A Bicentennial concert was also planned at which "I Hear a Drum" would have its premiere.

Notices were put in local papers inviting all interested children to come to open townwide rehearsals for the performance at the Bicentennial concert. Tryouts were held for the speaking parts, but any child who wanted to could sing in the chorus. A total of 115 children participated. They ranged in age from 6 to 14 and represented all the Acton elementary schools as well as the junior high.

A Boston television station interviewed Ann Barton, Connie Thomas and Lynne Salisbury, the three woman who wrote the cantata, and aired a videotape made at a rehearsal. (One of the young singers had a big thrill when a person he'd never met before walked up to him and said she'd seen him on TV).

The April 19th performance received a standing ovation from an overflow audience at the high school auditorium. Spurred on by the success of the concert, the three authors sent a tape of the performance along with the original score to several music publishing houses. It was accepted for publication by the Shawnee Press of Delaware Water Gap, Pennsylvania and is now available for Bicentennial use by other schools.

63. SHARE of Wareham

WAREHAM PUBLIC SCHOOLS, Marion Rd.,
Wareham 02571
Superintendent: Lynn Clark
Reported by: Greta Estey
Information Contact: Sue Cronk, 100 Dennis Lane,
617-295-6313
Program began: 1972

SHARE of Wareham is a group of citizens concerned about a variety of issues in public education and becoming increasingly involved in the Wareham school system. Starting with six members, SHARE now claims a membership of 200. The organization is governed by an eleven-person board elected annually, from which two coordinators are chosen. There is no paid staff, so the activities of SHARE depend on informed, enthusiastic, energetic volunteers. The group raises small amounts of money by flea markets, bake sales, and similar projects.

SHARE'S busy schedule of activities includes a school volunteer program which provides tutorial, enrichment, library, and supervisory aides to the Wareham schools. The group publishes SHARE–INGS, a newsletter with a growing circulation of citizens and educators. Some of SHARE'S most successful activities have been workshops for parents, community forums and candidates' nights, which have attracted hundreds of people.

A cooperative relationship with the local school system is one important reason for SHARE'S success. The real lesson of SHARE, however, is that concerned, patient, forward–looking citizens can build their own organizations, learn from their experiences, and have an ever-increasing impact on their local schools. SHARE has become an important source of educational services and public information for the children and adults of Wareham. Slowly, but surely, it is beginning to undertake studies and make policy initiatives.

64. Parent Visitation Program

PERLEY ELEMENTARY SCHOOL, 51 North Street, Georgetown 01833
Superintendent: Robert J. Sinabaldi
Reported by: Robert J. Sinibaldi
Information Contact: Ronald Kacherian, Principal, Perley Elementary School, 617-352-8112
Program began: 1972

In an effort to establish cooperation between the school and the parents of grade one students, the Parent Visitation Program conducts individual teacher-parent conferences at each child's home. During the first eight days of school each year, half-day sessions are held to provide time for the conferences.

Georgetown's superintendent suggested the program, and teachers strongly support it.

The conferences have proved to be highly productive. Their goal is to make the parents' first contact with the school a positive one which will promote school/community collaboration.

Ninety-seven percent of the parents participate in the Parent Visitation Program. There are now plans to extend the program to higher grades.

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65. Open Up the Schools

SGT. CHARLES J. JAWOREK SCHOOL, 444 Hosmer Street, Marlborough 01752
Superintendent: Richard C. Richer
Reported by: Madeline Loan
Information Contact: Madeline Loan, 16 Kings View Road, 617-485-3186
Administrative Contact: John F. Hanley, Principal, 617-485-8998
Program began: 1974

"Open Up the Schools" was the brainchild of Madeline Loan when she served as chairwoman of the Home and School Association. She persuaded the association to petition the school committee to "open up the schools" in the evening for recreational and athletic activities. This included a challenge to discriminatory practices and resulted in women being permitted to use the gym.

The school committee recognized the need for an "open school" program and sponsored it. The program is held two nights a week. Parent volunteers instruct children in physical activities.

The program resulted in greater use of the school facility, increased school-community collaboration and closer relationships between parents and their children. Even greater parental participation is expected during the 1975-76 school year, and there are hopes for a well-baby clinic in the school. One unexpected positive result of the program is that vandalism has been reduced to zero.

66. Chinese Education Committee

BOSTON PUBLIC SCHOOLS, 15 Beacon St., Boston 02108
Superintendent: Marion F. Fahey
Reported by: John Tsang
Information Contact: John Tsang, Co-Chairperson, 231 Shawmut Ave., Boston 02118, 617-726-6525 (days) or 617-426-4123 (evenings)
Program began: 1971

The Chinese Education Committee utilizes radio, television, and open meetings to inform Boston's Chinese community about relevant educational issues. The group has been especially interested in bilingual education in the state, particularly in Boston. In the past three years it has played an active role in Boston's desegregation program by disseminating information to parents.

The Chinese Education Committee presently consists of 30 active parents, students, teachers and social workers. There is no source of funding other than dues requested to pay for stationery and a newsletter.

The group reports success in increasing the awareness of the Chinese community concerning the entire spectrum of educational issues confronting it. Open meetings and public service programs on radio and television provide the communication link between the group and the community.

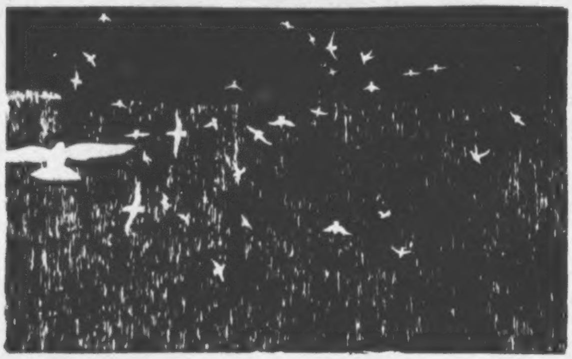
A major realization growing out of the group's work is the need for a bilingual person to serve as a liaison between the schools and the community.

67. Parent Information Center

WOBURN STREET SCHOOL, Wilmington 01887
Superintendent: Walter H. Pierce
Reported by: Ann Murray
Information Contact: Joseph Connelly, Principal, 617-658-3494
Program began: 1973

A Parent Information Center in the front lobby of the Woburn Street School is well stocked with up-to-date pictures of school activities, pamphlets about the school's Individually Guided Education program and other education subjects, school newsletters and school maps.

The Center also gives out school handbooks. These are approximately 4 by 6 inches in size with a colorful paper cover and informative pages covering staff, school calendar, descriptions of program, school rules, the role of specialists in the schools and volunteer opportunities.



68. The Gloucester Experiment

GLOUCESTER PUBLIC SCHOOLS, Blackburn Circle, Gloucester 01930
Superintendent: George P. Lane
Reported by: Elsa Martz
Information Contact: Elsa Martz, Gloucester Community Development Corporation, P.O. Box 15, Gloucester 01930, 617-283-2503
Program began: Spring 1973

The Gloucester Experiment is a demonstration model for an alternative education program. It provides a process for organizing community and youth in a partnership for renewal. Historic colonial cemetery restoration and the building of an educational resource center have been the vehicles for both academic and occupational learning experiences.

Restoration of the abandoned Bay View Burial Ground in Gloucester has provided a wide variety of educational opportunities while dealing with a real problem facing a community. Working with resource people from the community, Gloucester Experiment youth have been involved in every step of the restoration project – including research and documentation, landscaping, horticulture, repair projects, archaeological methods, publication, initiating legislation, and most important, teaching others.

Youth in the project are in great demand as consultants to other communities as well as to students from the Gloucester elementary schools. Workshops are given across the state to diverse audiences. Students in the project are responsible for organizing, planning, scheduling, follow-up, budgeting, reporting – virtually all aspects of the educational venture.

Academic credit for the cemetery restoration has been granted by Gloucester High School, and student portfolios submitted to North Shore Community College resulted in awarding of college credits to Gloucester Experiment students (whether they were in or out of high school).

Currently the Gloucester Experiment youth are building an educational resource center next to the Bay View Burial Ground. This resource center will be a focus for further community partnership activities. As in the cemetery restoration project, students are responsible for all aspects of the building of the resource center.

For more information, a publication entitled, "Journals from the Gloucester Experiment", is available at $5.00 from the Gloucester Community Development Corporation, P.O. Box 15, Gloucester, Massachusetts 01930.

69. Cooperative Action For Fairhaven Schools

FAIRHAVEN PUBLIC SCHOOLS, 128 Washington St., Fairhaven 02719
Superintendent: Lynnwood P. Harriman
Reported by: Elizabeth McKinley
Information Contact: Elizabeth McKinley, 2 Phoenix St., 617-994-0059
Program began: Fall, 1973

A Cooperative Action for Fairhaven Schools (CoAct) is in its third year of promoting trust and sharing attitudes in the town. Parents and citizens organized the group to increase both school system sensitivity towards community needs and practices and to facilitate communication between school and community.

Its many activities include providing a public forum for speakers, establishing a curriculum study group, holding a public "Meet the School Committee Candidates" meeting, reporting on school committee meetings and events, and publishing a monthly newsletter on educational issues. A community resources project and directory will begin in the 1975-76 school year.

70. MITE

NORTH BROOKFIELD UNION 7, New School Drive, North Brookfield 01535
Superintendent: John P. Ploski
Reported by: Beverly Krusell
Information Contact: Joan Small, Secretary of MITE, Ashley Rd., North Brookfield 01535 617-867-3271
Administrative Contact: Alan Averback, Special Education, North Brookfield Schools, 617-867-7670
Program began: April, 1973

Parents in the North Brookfield community felt "outside" the school system, and wanted to become more involved. They felt a need for greater communication between the schools and community. The result was the formation of MITE in April, 1973.

MITE initially provided a forum for the views of parents, citizens and teachers. Between 60 and 70 people participate in monthly meetings. It disseminates information about schools and education. It also informs parents and teachers about classroom activities for the disabled learner.

Meetings publicized in the local newspaper are held at the school in the evening. During the first year, MITE parent volunteers participated in school activities on several levels, as hall monitors and library aides, for example. Teachers and administrators have registered appreciation of the group's effort.

Each MITE family pays one dollar per year in dues. The activities currently emphasize public information. Through the activities of this group, better knowledge has meant better relations between school and community and increased citizen activity in town affairs.

71. In-the-Home Program

MARSH SCHOOL, 311 Pelham St., Methuen 01844
Superintendent: Paul Dzanowicz
Reported by: Ann Murray
Information Contact: Jeannine Norton, 10 Temple Dr., Methuen 01844, 617-682-5476
Administrative Contact: Melvin D. Ferris, Principal, 617-685-2381
Program began: 1975

Teachers at the Marsh School produced a slide-tape about the school's educational program. At least one teacher and one member of the school's Parent Advisory Council visit homes in the community where they show the slide tape to neighborhood groups and explain the program.

72. Awareness Day

SPRINGFIELD SCHOOL DEPARTMENT, 195 State Street, Springfield 01103
Superintendent: John E. Deady
Reported by: Leila Newhouse, former coordinator, volunteer program
Information Contact: Carol W. Kinsley, Volunteer Coordinator, Springfield School Department, 413-733-2132
Program began: 1970

"Awareness Day" sponsored by the Springfield School Department, seeks to showcase the ways in which volunteers assist the professional staff and the 30,000 students who attend the schools.

Last year a costumed "Mr. Bookmark" distributed literature and a "story lady" read to children in two of several activities of the second annual event.

Media Center volunteers set up a library corner, and fine arts volunteers displayed art board panels from the elementary schools. Springfield Technical Community College volunteers from the mental health technician class demonstrated skills and material used in their field work. White Street School volunteers displayed audio-visual techniques used in teaching reading.

"Awareness Day" provided the 600 volunteers, half of whom serve as teacher aides and half as community resources, with a dramatic confirmation of the importance of their contribution.

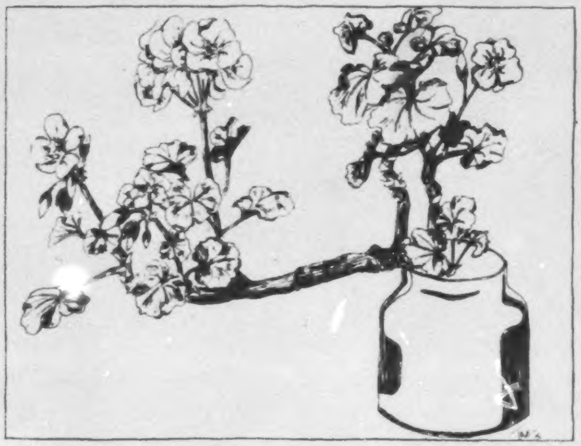
73. Mini-Courses For Parents and Children

WRENTHAM PUBLIC SCHOOLS, Taunton St., Wrentham 02093
Superintendent: Robert B. O'Connell
Reported by: Albert E. Gibbons
Information Contact: Albert E. Gibbons, Principal, Roderick School, Taunton St., 617-384-2732
Program began: 1972

The principal of Roderick School saw mini—courses for parents and their children as a way to bring parents and children together in a shared learning experience. He initiated a program which is now in its third year.

During January, February, and March of each year volunteer teachers conduct 18 mini-courses in the evening. More than 300 parents and children participate.

The program has increased parent, school, and community involvement and the family concept is fostered in a "learning community."



74. Pot Luck Dinner And Student Program

ROBINSON SCHOOL, Westford 01886
Superintendent: Lloyd G. Blanchard
Reported by: Ann Murray
Information Contact: John Allen, Principal, 617-692-2541
Program began: 1974

Parents bring pot luck dishes; staff, students and parents eat supper together, then the students put on a performance for the parents. For example, the students in one of the school's instructional units (approximately 150 students) put on a musical adaptation of Aesop's Fables based on the fables they had read and some they had written themselves.

The musicals are designed to show the parents some of the things the students are doing in school, and they are usually staged through the cooperation of the language arts or social science teachers and the music teacher. These programs have been a great success, and every child in the school participates.

75. Museum Education Center

MUSEUM EDUCATION CENTER, Old Sturbridge Village 01566
Reported by: Alberta P. Sebolt, Director, Museum Education
Information Contacts: Peter O'Connell, Assistant Director of Teacher Programs or Peg Plimpton, Secretary, 617-347-9517 or 617-347-3362
Program began: 1971

Old Sturbridge Village holds a wealth of information as a field-site for learning. The Village, in collaboration with the Sturbridge Schools, developed a plan to make broader use of its resources.

Initiated under an ESEA Title III grant, the project included a two-week summer session and monthly follow-ups in training to utilize the community as an extension of the classroom. Materials were developed to prepare teachers for broad-based anthropological study so that students could compare communities.

The small innovative project has now evolved into a Teacher Center and serves nearly thirty communities.

76. Parent Workshops

HARRINGTON SCHOOL, Richardson Rd., North Chelmsford 01863
Superintendent: Thomas L. Rivard
Reported by: Ann Murray
Information Contact: Evelyn Desmarais, Principal, 617-251-8384
Program began: 1973

The staff ran a series of five parent workshops, one night a week, in mathematics, reading, language arts, science and social studies. Parents used pupil materials, followed math prescriptions, used discovery science materials, made Japanese flower arrangements, etc.

This served as an intensive parent-education course to acquaint parents with what their children were learning in school.

77. Advisory for Ashland Community Center, Inc.

ASHLAND HIGH SCHOOL, 87 West Union Street, Ashland 01721
Superintendent: Raymond Trabold
Reported by: Philip Woodes
Information Contact: Ed Whitson, Executive Director, AECC, Inc., Ashland High School, 617-881-4414
Program began: 1973

Initiated by four graduate students in education, the Advisory for Ashland Educational Community Center, Inc. now includes representation from administrators, teachers, the school committee and the community.

An initial grant from the Northeast Community School Department Council started the group in its efforts to go beyond conventional models of after-school and school-centered community education as well as beyond a "community control" model. The group actively sought the cooperation of other town bodies, and the following year found joint funding from a town meeting, a foundation, a school, and the Office for Children.

The AECC has developed active Parent-Child Development Programs, an Adult Enrichment Program, a Civic Issues Forum, a Senior Citizen's Program, an Early Childhood Development Program, a Community Service Program, and a monthly 16-page newsletter that goes to every home in the town.

Making gradual progress in erasing their image as "outsiders", the group has found that the task of developing community-centered community education is itself a builder of community.

78. Family Activities

SHAWSHEEN SCHOOL, Anns Lane, Andover 01810
Superintendent: Kenneth Seifert
Reported by: Ann Murray
Information Contact: Charlotte Flynn, Parent, 17 Enmore St., Andover 01810, 617-475-5713
Administrative Contact: Isabelle Dobbie, Principal, 617-475-0796
Program began: 1973

Every year the Parent Teacher Organization plans a Halloween Party to keep the students off the streets. They build a spook house and many other surprise games, and parents also donate refreshments. The school staff also join the party, dressing up in costumes.

In June, a Family Fair is held featuring 20 cent hot dogs, many booths (including one selling student-made craft items). One year, a big feature was a car derby. Students made the cars themselves and prizes were given for the fastest, junkiest, most streamlined, most creative, etc. There is a terrific turnout of students, teachers and parents and the money collected is used by the PTO for school projects.

79. Mini-Parenting Course

McKAY CAMPUS SCHOOL, Fitchburg State College, Fitchburg 01420
Director: Robert E. Lee
Reported by: Ann Murray
Information Contact: Jay Warren, Guidance Counselor, 617-345-2151
Program took place: Fall 1974

The guidance counselor met with a group of 8-12 parents in four weekly sessions covering topics related to the developmental stages of children, discipline, effective parenting, etc. Books on education, children and parenting (such as Gordon's "Parent Effectiveness Training") were used as resources.

80. School-Community Library

BELLINGHAM ELEMENTARY SCHOOLS, Center School, Bellingham 02019
Superintendent: Anthony Minichiello
Reported by: Robert M. Hagearty
Information Contact: Robert M. Hagearty, Director of Elementary Education, Center School, 617-966-1171
Program began: September 1973

In order to avoid costly duplication of services in a small town, the Bellingham school superintendent and administration proposed to incorporate the existing public library into a planned new school. Library trustees met with the school committee and reached formal agreement on the plan and its details.

Together school and town librarians planned the transfer of books and the stocking of shelves. The library is operated by the school during school hours and by the town after school hours.

The cooperative effort has expanded the resources of both libraries and made them available to the public. Taxpayers have been saved unnecessary expense and school/community collaboration has increased.

81. Curriculum Expo '75

WILMINGTON HIGH SCHOOL, Church Street., Wilmington 01887
Superintendent: Walter H. Pierce
Reported by: George O. Eisenberg
Information Contact: George O. Eisenberg, Principal, 617-658-4463
Program took place: February 1975

A banner flying across Church Street in Wilmington was only one of the ways the high school publicized "Curriculum Expo '75". Local radio and television stations, newspapers, church and club bulletins also carried notices of the two day event. Eighth grade students were bused to the high school so they could attend.

The sessions were planned to fill an "information gap"—to provide parents and students with the facts needed to make appropriate choices of courses. Expo offered tours of the building as well as baby-sitting services and refreshments. Each department designed seminars, displays, presentations or booths "advertising" their course offerings. The guidance department sponsored late afternoon and evening seminars for parents and students. This new communication channel provided a forum for questions, suggestions and reaction as well as direct contacts.

82. Andover Recreation /Community Schools Program

ANDOVER PUBLIC SCHOOLS, 36 Bartlett St., Andover 01801
Superintendent: Kenneth Seifert
Reported by: Gary C. Ralph
Information Contact: Gary C. Ralph, Recreation/Community Schools Director, Stowe School, 36 Bartlett St., 617-475-5045
Program began: Fall 1972

The Andover Recreation/Community Schools Program began in the fall of 1972 as a result of numerous meetings with the superintendent of schools, the town manager, teachers, and community members. The question they asked themselves was: How do we better utilize school facilities after school hours to benefit the community?

A department was created to coordinate program activities. The town manager, familiar with the "community school" concept hired, a program supervisor who had worked with community schools in another state.

More than 5000 persons in the community are served by the program which offers 96 academic courses. One goal of the program is to get more college and high school students involved and to encourage more participation from the advisory council.

Initial funding for the programs was $145,000 for a full-time staff of six. Nearly any recreational or educational activity can be developed for residents if there is adequate interest.

83. Learning and Leisure Open House

NEEDHAM PUBLIC SCHOOLS, 1330 Highland Ave., Needham 02192
Superintendent: William M. Powers
Reported by: Frederick J. Tirrell
Information Contact: Frederick J. Tirrell, Director, Needham Adult Education Program, Newman Jr. High School, 1155 Central Avenue, 617-444-4100 x200
Program took place: September 1974

Newcomers to the Needham area,as well as long time residents of all ages,met each other and looked over the kinds of educational and recreational opportunities in the town at a Learning and Leisure Open House at the YMCA Program Center.

More than 30 organizations set up booths to get their messages across and to sign up members and participants in the various programs and clubs. Co-sponsors were the Needham Adult Education Program, the Park and Recreation Department and the YMCA. With a minimal cost of $10 per booth, the program resulted in a 50% expansion of the adult education program. Massachusetts Bay Community College in Watertown also worked with the Needham groups.

84. Coffee Hours and Classroom Visit

HOWE SCHOOL, 11 Hampstead St., Methuen 01844
Superintendent: Paul Zdanowicz
Reported by: Ann Murray
Information Contact: Margaret Ryan, Principal, 617-682-0524
Program began: 1973

The principal and the leaders of the school's instructional units meet with parents over coffee to discuss the program and to answer questions. This is followed by a classroom visit which gives parents an opportunity to see where their children spend the day and to try out some of the school's instructional equipment.

85. Teacher Appreciation Day

SHAWSHEEN SCHOOL, Wilmington 01887
Superintendent: Walter H. Pierce
Reported by: Ann Murray
Information Contact: Lee Reinheimer, Parent Advisory Council member, 3 Hopkins St., 617-658-5827
Administrative Contact: Joanne Meyers, Principal, 617-658-5981
Program took place: April 1975

A surprise "thank you" for teachers was planned by the school's Parent Advisory Council. Pictures of teachers with their students were taken earlier in the month, and during library periods, the children worked on pictures or drawings for scrapbooks for each teacher.

Teachers arrived at school and saw a sign (40 feet in length) which read, "HAPPY TEACHER'S DAY". A flower was also left on each teacher's desk. Members of the PAC made dishes for a teacher luncheon and room mothers donated food for children's parties. At these the teachers were presented with their pictures and scrapbooks. The result was a very positive "let's keep working together" feeling.

G. Enriching School Programs

86. Parent Volunteer Program

BANCROFT SCHOOL, 150 Appleton Street,
Boston 02116
Superintendent: Marion J. Fahey
Reported by: Judy Watkins, Parent
Information Contact: Francis Murphy, Principal,
617-267-9689
Program began: 1968

A group of parents imbued with the philosophy of open education approached the principal of the Mackey and Bancroft Schools in 1968 asking for more involvement in the educational process. They began providing a variety of learning experiences for children in kindergarten through grade 8.

At any one time there are 15-20 parents who volunteer in the classroom. Others assist with field trips or offer mini-courses every 6-8 weeks in areas such as weaving, silk-screening, mechanics, anatomy, etc. In addition, mini-courses are conducted weekly during school hours.

Any costs are borne by the parents aided by the parents group which raises money through bake sales, school fairs, and pot luck suppers. There is also participation by non-parents, adults who live in the South End community.

According to a Bancroft Parent Volunteer report, the program's results are "happier children, less truancy and more achievement". Tests show that the reading levels of the children are slightly higher than those in the traditional program.

87. College Students Tutor Bilinqual Pupils

HOLYOKE PUBLIC SCHOOLS, 98 Suffolk
Street, Holyoke 01040
Superintendent: C. C. Carpenter
Reported by: Nina Scott
Information Contact: Nina Scott, Department of
Spanish, University of Massachusetts, Amherst
01002, 413-545-0534 or 413-545-2887
Program began: September 1971

In September, 1971, prior to the passage of the Bilingual Education Law, Dr. Scott recognized the need to assist Spanish-speaking families in Springfield and Holyoke, the two urban centers nearest Amherst. UMASS students enrolled in Spanish 140 needed some practical experience, and were motivated to provide assistance.

The students go to Holyoke twice weekly to tutor elementary and junior high school Puerto Rican students in their areas of special need. The undergraduates receive college credit. Approximately 12 to 15 students per semester are involved.

Many former student volunteers are now employed as full-time teachers in Holyoke. Some teach elsewhere, or perform social work. Teachers strongly support the students' work.

88. Parents Help Develop IMC's

HOLLISTON ELEMENTARY SCHOOLS, Linden Street, Holliston 01746
Superintendent: Savino J. Placentino
Reported by: Mary Zocchi
Information Contact: Mary Zocchi, Coordinator of Instructional Resources, Miller School Office, Woodland St., 617-429-1600
Program began: Summer 1974

The development of five Instructional Material Centers in Holliston represents the continuous effort of the school department to improve opportunities for the children and to bring the wealth of community resources into the schools.

The Coordinator of Instructional Resources worked with the administration during the summer of 1974 establishing goals and strategies. Approximately 95 parents became involved at the implementation stage. The goal of the program was to help children and teachers better utilize all resources by better integration, utilization and production of print and non-print materials. The intent was to broaden both the academic and aesthetic interests of all of the children.

The school department funded the coordinator and the audio-visual technician, and formulated a materials budget equivalent to two books per child.

Since the program began, ther has been a tremendous increase in the use and production of all materials. The program recently received a $5,000 ESEA Title II mini grant which is being used in conjunction with all five IMC's.

89. Cohesive Volunteer Program

BYAM SCHOOL, Maple Rd., Chelmsford 01824
Superintendent: Thomas L. Rivard
Reported by: Ann Murray
Information Contact: Helen Doyle, School Volunteer Coordinator, 14 Mansfield Dr., 617-256-3809
Administrative Contact: Daniel F. Horgan, Principal, 617-256-8376
Program began: 1973

The School Volunteer Coordinator maintains a list of the names and telephone numbers of all the families who have children attending the Byam School. Serving under her is a unit coordinator for each teaching team. The unit coordinator finds out what teachers want for help and does the recruiting (through flyers and forms sent home with the children).

Senior citizens and secondary school students are also recruited when available. The Coordinator recruits special help for publishing parent newsletters, putting on fairs and concerts, etc. She also keeps in touch with the principal and is a member of the Parent Advisory Council.

Parents with special talents have been put to use in music and art and have helped set up bulletin boards. A guideline for proper volunteer procedures has also been drawn up. As a result, almost 200 parents and other community members are active in the Byam school every week.

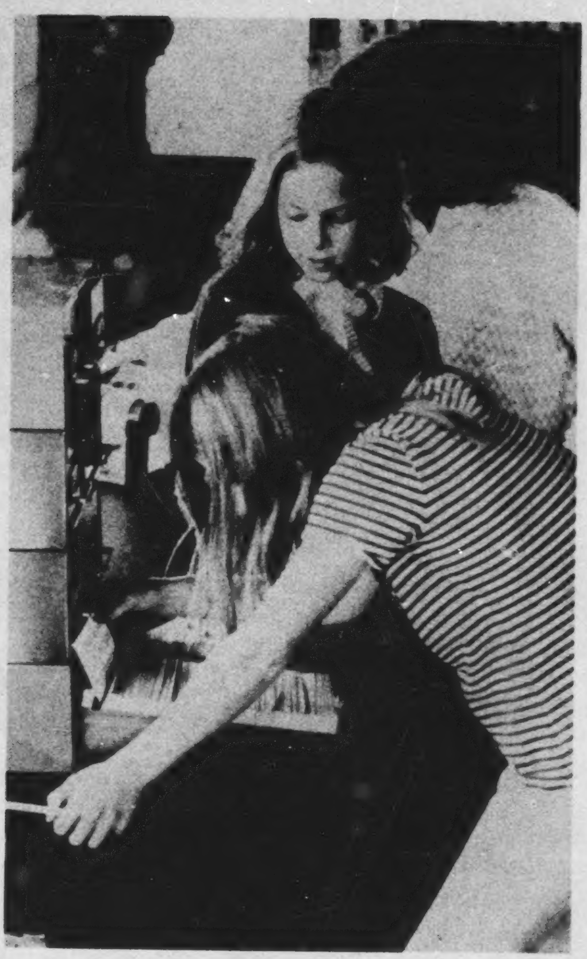
90. Local History Teaching

MILTON ELEMENTARY SCHOOLS, 391 Brook Road, Milton 02186
Superintendent: Harry B. McCormick
Reported by: Ottilie Ketchum
Information Contact: Ottilie Ketchum, Parent, 239 Central Avenue, Milton 02187, 617-696-2584
Program began: Spring 1974

Milton parents decided to introduce students to the history of their own town in spring 1974. Their goal was to increase the local history and environmental knowledge of school children while involving parents and senior citizens in the learning process.

The group is assisted by parents, teachers, the elementary principal and the local historical society. Financial assistance has come through a grant from the Massachusetts Bicentennial Commission with matching funds being provided by the Milton Arts Council.

The program includes meetings with small groups, field trips and crafts demonstrations. Local history teaching will be providing a history of Milton for fifth graders, a series of 200 slides depicting local scenes, and an oral history of the town for senior citizens.



91. Extended Use of School Library

WEST BARNSTABLE ELEMENTARY SCHOOL,
Rt. 6A, West Barnstable 02668
Superintendent: Edward J. Tynan
Reported by: Jerry Guy
Information Contact: Jerry Guy, Principal, 617-362-4948
Program began: January 1973. Expanded program to afternoons in October 1974.

Extended use of the school library was made possible when parents responded to a plea in the school newsletter for volunteers to serve in the library. An orientation program was offered for them by the reading specialist and library aide. They then took over check-out and reshelving tasks in addition to reading to children, helping them find books and assisting them in research projects.

92. Costal Ecology Program

HARRINGTON WAY JUNIOR HIGH SCHOOL,
150 Harrington Way, Worcester 01604
Superintendent: John J. Connor, Jr.
Reported by: Bernard L. McManus
Information Contact: James McGuirk, Junior High Science Coordinator, 617-791-8761
Program began: 1974

Teachers, administrators, students, local agency and university groups have shared in a program on coastal ecology in the Worcester area. The program aims to expand and refine in-service training programs for secondary school teachers of earth and life-science.

Following the initiative of a junior high school science coordinator, the 4-H unit of the Cooperative Extension Service of the University of Massachusetts organized a two-day in-service training program on coastal ecology. Courses were given on one evening and the following school day at the Parker River Wildlife Refuge on Plum Island. Volunteers from Worcester State and Assumption Colleges substituted in the teachers' classrooms and each teacher paid $10 to participate.

The program enables teachers to conduct field trips to Plum Island to instruct students in the techniques they have learned. Students have made four trips to the coastal area, learning observation techniques that can also be used when visiting local ponds and marshes.

93. Reading Enrichment

ROCKPORT PRIMARY SCHOOL, 4 Broadway, Rockport 01966
Superintendent: G. Stanley Patey
Reported by: Selma Bell
Information Contact: Selma Bell, Principal, 617-546-3377
Program began: January 1975

In Rockport, parents responded to the leadership of the Title I Director and reading assistants. They came afternoons to the primary school, bringing along their younger children as child care was provided. Coffee was available while the group prepared enrichment and high interest reading materials designed for teaching specific reading skills to their children.

Centers were set up for each grade level where samples of games and other fun materials were based. A reading assistant served as resource person at each center to display and explain the material.

In this way parents gained an awareness and understanding of an innovative approach to teaching children, and the classrooms were provided with lots of new materials.

94. Club Program

ST. WILLIAMS PUBLIC SCHOOL, 1391 Main St., Tewksbury 01876
Superintendent: John W. Wynn
Reported by: Ann Murray
Information Contact: Ann Scott, 617-851-2632
Administrative Contact: Edward Devine, Principal, 617-851-2632
Program began: 1972

The Club Program runs six weeks, once a week on Fridays, and ends with an open house to display the products made by the students. Teachers and parents co-plan club activities which are offered, depending on the resources of the staff and the willingness of parents to head clubs. Among the offerings have been Spanish, Japanese culture, gymnastics, puppetry, woodworking, crocheting, needlecraft, and cooking.

Money for materials is raised through a fair planned by the school's student council and participated in by teachers, parents and students.

95. Senior Citizens Help Pre-Schoolers

DELANEY SCHOOL, Taunton St., Wrentham 02093
Superintendent: Robert B. O'Connell
Reported by: Robert B. O'Connell
Information Contact: Anthony Simone, Assistant Principal, 617-384-8101
Program began: October 1974

The generation gap disappears at the Delaney School when senior citizens come on scheduled days to read, show filmstrips, play records, and generally just enjoy life in a pre-school.

The program began under a Title II Special Purpose Grant and it reaches out into the community through the involvement of the school principal, the Council on the Aging, and various nursing homes.

In drawing upon the skills and caring of the elderly, the project offers pre-schoolers a very special orientation to a school setting. This program began in October of 1974, and has meet every third week with about 20 students and 6-8 senior citizens. The program reached about 60% of the incoming kindergarten students. It developed into a very worthwhile program and the students appear to benefit as much as the senior citizens.

96. Environmental Education Program

SPRINGFIELD PUBLIC SCHOOLS, 195 State Street, Springfield 01103
Superintendent: John E. Deady
Reported by: Clifford A. Phaneuf
Information Contact: Clifford A. Phaneuf, Coordinator of the Environmental Center of Springfield, 413-733-8161
Program began: 1970

The Environmental Education Program works to develop environmental literacy in Springfield children through the use of park resources. An elementary science coordinator designed the program and it quickly captured the imagination of people both inside and outside the school system. After a year-long pilot program, the schools received an ESEA Title III grant in 1970.

Many organizations and agencies assisted in the program's rapid development. The Springfield Park Department, Forest Park Zoological Society, and the South End Community Center made their facilities available to the schools. Area colleges, the University of Massachusetts, citizens' organizations, and community members collaborated in their efforts to help. The program has consistently encouraged the public to become involved. Parents are invited to participate in the three-day program with their children. Over a five-year period approximately 2200 parents and 40,000 students have participated.

The children benefit most from the program, but everyone finds the experience valuable. Teachers are trained to use the environment as a learning resource, and parents develop a new environmental awareness. In addition, teachers have assisted neighboring communities in developing similar programs.

The Environmental Education Program, now integrated into the school curriculum, has diffused into six other neighboring communities.

97. Recruiting Community Resources

STORROW SCHOOL, 60 Pleasant St., Lawrence 01840
Superintendent: Maurice F. Smith
Reported by: Ann Murray
Information Contact: Greg Panagiotakas, Parent Advisory Council Member, 6 Cherry St., 617-682-9509
Administrative Contact: Catherine River, Principal, 617-686-4620
Program began: 1973

Because of the expense of field trips, the Storrow Parent Advisory Council looked for resources within walking distance of the school and also lined up guest speakers to visit classes at the school. PAC members brainstormed and made contacts, as well as serving as chaperones.

The postman came with a letter sorter, students from the vocational-technical high school studying cake decorating spoke to the classes, also, radio personality "Doggie Daddy" spoke on the care of dogs. Other speakers were a blood technician, a mill owner and a shoe store owner. Trips were taken to a nearby library as well as to the local fire and police stations.

98. Community Service Program

BROCKTON HIGH SCHOOL, 470 Belmont St., Brockton 02401
Superintendent: Joseph E. Killory
Reported by: William Burges
Information Contact: William Burges, Community Service Program, 617-588-7800 or 617-588-7234
Program began: Fall 1973

The Community Service Program at Brockton High School places nearly half the senior class in internships with various agencies (schools, courts, police, hospitals, social work, local government, animal care centers, libraries, newspapers, etc). Each day the students spend half the day on their assignments and the other half at high school.

They are expected to choose their own assignments and set their own goals, aided by four full-time staff members as liaison. Student interns also serve on the project staff.

Support has developed from the parents and students, community and staff and has led to a 200 percent increase of the number of students enrolling.

99. Collaborative Action

LEE PUBLIC SCHOOLS, 17 Main Street, Lee 01238
Superintendent: Maurice Boulanger
Reported by: Maurice Boulanger
Information Contact: Maurice Boulanger, Superintendent, 617-243-2100
Program began: September 1973

A comprehensive health education program for grades K to 12 opens up a range of sensitive and potentially volatile questions: What should be taught – facts on alcohol? drugs? sex? and when? Parents, administrators, teachers and students faced such questions in developing and implementing a health program in the Lee Public Schools.

The group viewed materials including filmstrips, 16 mm films and videotapes and discussed various types of objections. Through such discussions and through consultation with the clergy and other community members, the group established the direction and the objectives for the program.

This pattern of collaborative action has also been reflected in a house building committee which provides students with experience in actually constructing a house. Members include an electrician, a contractor, a mason, a nurse, a carpenter, a guidance director, a teacher and a student. This group makes all decisions necessary to carry out the program.

100. Project LINC

QUINCY PUBLIC SCHOOLS, 70 Coddington Street, Quincy 02169
Superintendent: Lawrence P. Creedon
Reported by: Michael W. Hurley
Information Contact: Michael W. Hurley, 50 Huckins Avenue, Squantum 02171, 617-471-0100 x243
Program began: August 1972

This program was founded on the premise that learning takes place outside the classroom. The program for junior and senior high school students began August 1, 1972. It has since expanded to include students in grades six through twelve. The program provides on-site learning activities and teaches students how to use the community to enhance their education.

The program is reviewed by an advisory council of 11 parents and 2 students who meet on a monthly basis to examine project goals and objectives, view on-site activities, interview participants for evaluation purposes, and recommend new program directions.

Project LINC cost $46,000 under Title III. The present cost is $50,000, funded by the city. There was much experimentation during the first year which contributed to the slow development of community involvement. But once the idea was firmly established in the community, involvement grew rapidly.

101. Community Resource Program

GREEN MEADOWS ELEMENTARY SCHOOL, 38 North Road, Hampden 01036
Superintendent: Maurice F. Heffernan
Reported by: Benedetto J. Pallotta
Information Contact: Benedetto J. Pallotta, Principal, 413-566-3263 or 413-566-3996
Program began: 1973

The Community Resource Program, begun in 1973, is designed to develop positive school/community relations and to facilitate school/parent collaboration by increasing communication about needs, plans, and existing programs.

The group formed after three informal meetings in which the principal made presentations, and led discussion. A parent volunteer, was selected as resource coordinator, and a teacher coordinator was also appointed. There are now 70 volunteers. The principal trains the volunteers. The coordinators and principal meet with teachers and volunteers for planning and evaluation. At the end of the year an Appreciation Tea is sponsored by the teachers.

Resource Volunteer projects include extension of the curriculum by individual presentations of hobbies, travelogues, and special job skills (i.e. chemist, florist). In addition, complete staffing for the school library, parent supervision on weekly trips to the town library, and parent tutoring on a one-to-one basis are integral parts of this program.

102. Parents Serve in Media Center

BRAINTREE HIGH SCHOOL, 128 Town Street, Braintree 02184
Superintendent: Julian Demeo, Jr.
Reported by: Beulah McGill
Information Contact: Donald Smith, Media Director, 617-848-4000
Program began: 1972

The Media Center resulted from a decision by the school committee to build a new Braintree High School. The Media Center at the high school and the mini-centers in the three junior high schools and 14 elementary schools provide a variety of materials to help students learn and teachers teach in their own individual ways. Both students and teachers have access to various instructional techniques, including films, tapes, records and videotapes.

Although the Center is primarily a school system project, 150 parents are involved as volunteer aides. In addition, the Center works cooperatively with the public library.

103. Volunteer Reading Aides

FRAMINGHAM SCHOOL DEPARTMENT, 49 Lexington St., Framingham 01701
Superintendent: Albert L. Benson
Reported by: Kay Moynihan
Information Contact: Kay Moynihan, Volunteer Coordinator, 28 Raleigh Rd., 617-872-1522
Administrative Contact: Alvin L. Collins, Director of Elementary Education, 617-872-1522
Program began: Spring 1973

In the spring of 1973 Framingham's system-wide reading coordinator and concerned parents met to discuss how to improve their children's reading skills. Training parents as volunteers was mentioned as one possibility.

Framingham School Volunteers received strong support from the administration and school committee. The purpose of the program is to recruit, train, and utilize lay people as volunteer reading aides.

Presently there are 180 volunteers working in 14 elementary schools. The group has attended a meeting of the New England Consortium for the Right to Read. The volunteer coordinator developed a 14-hour in-service training program. A publicity program has been initiated utilizing logos, bumper stickers, and video tapes. Program assessment and evaluation is continuous.

H. Advising/Planning/Evaluating

104. Committee on Sex Stereotyping

AMHERST SCHOOL DEPARTMENT, Chestnut St., Amherst 01002
Superintendent: Donald B. Frizzle
Reported by: Joyce Berkman
Information Contact: Joyce Berkman, Committee Chairperson, 66 Cottage Street, 413-549-0659
Administrative Contact: Donald B. Frizzle, Superintendent, 413-549-3690
Program began: Fall 1974

The superintendent agreed with a few parents who fixed their sights on ultimate elimination of all kinds of prejudice caused by sex-role stereotyping which they felt impedes individual growth. The group expanded into Task Forces holding monthly meetings by the fall of 1974.

The School Committee and Administration provided some financial support for clerical services and other expenses and a community-wide meeting was held to begin to determine the extent of the stereotyping of identity, traits, and roles of the children.

Continuing the program of education for awareness of the problem, a panel of lawyers and educators addressed the Amherst public school staff on the federal law (Title IX) and the state law (Chapter 622) which involve equal educational opportunity for all, regardless of sex, race, national origin or religion. A subsequent workshop explored staff attitudes and experiences. The Committee plans to develop a written questionnaire to be distributed to school people and community people during the fall of 1975.

105. Parent Advisory Council

McCORMACK SCHOOL, 315 Mt. Vernon, Dorchester 02125
Superintendent: Marion J. Fahey
Reported by: Tracy Amalfitano
Information Contact: Tracy Amalfitano, Chairman, McCormack Parent Advisory Council, 617-268-6854
Administrative Contact: Nicholas G. Bergin, Principal, 617-825-5105
Program began: March 1974

In 1973-74 the McCormack School was entirely black. Under Phase I of court-ordered desegregation, white students from South Boston and Savin Hill were to be bused into the school. In the spring of 1974 a core group of concerned parents, agency people and school administrators set a short-range goal to insure an effective school program during the transition. The Parent Advisory Council was an outgrowth of this core group.

The Council had been authorized by the school committee in 1973, but the major impetus for action came from the parents. The school had always had a sound relationship with the community, and initial support for the PAC was strong. The University of Massachusetts Institute for Learning and Teaching, with considerable experience in training programs and group process, lent support and advice.

PAC's overall goal is to provide support to the school in solving problems among parents, staff, students, and administrators. PAC provides information and advice on school programs to safeguard quality education, although it does not determine curriculum content.

The 27-member PAC meets weekly. All parents are invited to attend an open meeting once a month. The principal attends when invited, but does not chair the meetings. A monthly newsletter reports information necessary and useful for parents. Other projected programs included after-school and summer programs in photography, arts and crafts, field trips, and drama.

The informational and liaison work of the PAC helped to insure a school year without serious tension during the desegregation process. PAC effectively provides a forum for parents to communicate their concerns and to have an impact on the school. Due to the efforts of the PAC, the principal describes the year as one of the best yet. PAC plans to repeat the program of meeting with parents before school opens again in September 1975.

106. Citizens Advisory Committee

PAXTON UNION 64, 1401 Main St., Holden 01520
Superintendent: Edward P. Yaglou
Reported by: Gail Tracy
Information Contact: Gail Tracy, School Committee Member, 34 Holden St., Paxton 01612, 617-752-0722
Program began: 1975

Early in January, 1975 the Paxton School Committee took note of the widespread citizen interest in education and sponsored a seminar on School/Community Collaboration presented by the Citizen Resource Center in near-by West Boylston. The seminar was co-sponsored by the PTO, the local League of Women Voters and the Citizen's Advisory Committee (CAC).

The CAC consists of 7 parents, 2 students and 3 teachers. A member of the school committee and the principal serve as advisory members to the CAC, but are not voting members of that committee. Previously the CAC dealt with the State Department of Education goals sent out for study and discussion for the local communities early in 1972.

Many interested parents, teachers and members of the school committee attended the seminar. On the basis of this program the participants formulated goals specific to the local system.

Now the school committee has directed the CAC to review the specific goals, which were established at the seminar in January, to determine which ones to assess and to make reports to the school committee regarding further action pertaining to these goals.

107. Keeping Parents Informed

SOUTH SCHOOL, Woburn St., Andover 01810
Superintendent: Kenneth Seifert
Reported by: Ann Murray
Information Contact: Lucy Lancaster, Parent Advisory Council member, 76 Woburn St., 617-475-6510
Administrative Contact: John Woodward, Principal, 617-475-6633
Program began: 1974

South School makes an effort to let parents in early on new programs and plans so that parent input can be used as a resource. For example, when the staff felt the need for more flexible learning space, the Parent Advisory Council was shown slides and given explanations of the need by staff members. Parents then "went to bat" for it.

At PAC meetings, the staff gives information about Chapter 766, school achievement scores and other parent concerns. The agenda for the PAC meetings is worked out by the parent chairperson and the principal. Two faculty members always attend the meetings.

All PAC meetings are open to all parents and every parent receives an agenda and minutes of the meetings.

108. Encouraging a Partnership Between Teachers and Parents

NATICK PUBLIC SCHOOLS, 13 East Central St., Natick 01760
Superintendent: Winston W. Wetzel
Reported by: Katherine I. Best
Information Contact: Katherine I. Best, Director of Pupil Personnel Services, 617-653-0550
Program began: Fall 1974

The Citizens' Advisory Committee, originally formed as an advisory group for implementation of Chapter 766, has enlarged its focus to include the entire school system, with an emphasis on pre-school.

The group has publicized its work through notices, advertisements in the newspaper, and information sent home with students. The twenty members consist of ½ parents, ¼ community members, and ¼ teachers and principals.

A sub-group of the committee developed a summer pre-school program, reflecting the expansion of the group's goals. The committee hopes to name a community person as chairperson in the future and to involve high school students in its work.

In shifting from the special needs focus to a general advisory role, the committee proves a forum for parents to express their views and it encourages a partnership between teachers and parents.

109. Committee Studies School Department Business Procedures

AUBURN PUBLIC SCHOOLS, 102 Central Street, Auburn 01501
Superintendent: John A. Watters
Reported by: John E. Snow
Information Contact: Stanley P. Negus, Jr., Citizens Advisory Council, 617-832-2232 (home); 617-756-5111 (office)
Administrative Contact: John A. Watters, Superintendent of Schools, 617-832-5377
Program began: 1974

Action taken by the School Committee of Auburn, Mass. in the spring of 1974, authorized the formation of a Citizen's Advisory Committee to study the business policies and procedures of the Auburn school department. The decision was made known and any interested citizens were asked to express their willingness to serve on such a committee. The resulting committee consisted of the twelve citizens who volunteered to serve. The superintendent of schools and a representative of the school committee participated in the C.A.C. meetings in advisory capacities.

The initial meeting was held in July 1974, at which time the school committee defined the objectives and the operating parameters by which the C.A.C. should guide its activities. An intensive series of meetings followed which reviewed in detail and considered all aspects of the Auburn school department business procedures. This included items such as budget analysis, purchasing procedures, inventory control, delegation of responsibility, accountability, etc.

In February, 1975, the C.A.C. submitted a report to the school committee. The report included detailed descriptions of current procedures, along with specific recommendations or commendations which were felt to be appropriate. This concluded the activities of the C.A.C.

The school committee has held initial discussions relative to the content of the report. More specific activity is anticipated in the fall of 1975. It is expected that the C.A.C. recommendations will have a meaningful impact on decisions made to improve the overall efficiency of the Auburn school department business operations.

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110. Eliminating Discrimination Based on Sex

FRAMINGHAM PUBLIC SCHOOLS, 49 Lexington Street, Framingham 01701
Superintendent: Albert L. Benson
Reported by: Joyce Furia
Information Contacts: Joyce Furia, President, South Middlesex Chapter of N.O.W., 87 Higgins Road, Framingham 01701, 617-877-7038 and Reinaldo Rivera, Coordinator of Pluralistic Education, 617-872-6135
Program began: November 1973

Many people in the town did not see sex discrimination as a problem. Nevertheless, the School Department in Framingham gave the green light to the Education Task Force of South Middlesex N.O.W. (National Organization for Women) to do a little consciousness-raising.

In order to deal with and eliminate discrimination in the schools based on sex, the Task Force scrutinized text books and curriculum materials, developed and taught in-service courses for teachers and administrators, and met and worked with athletic personnel to increase sports opportunities for girls.

The outcome? A positive commitment of both school administration and faculty toward the elimination of sexism, for one thing, and equalizing the salaries of male and female coaches, for another. In addition, a Coordinator of Pluralistic Education has been hired who also has responsibility for assisting the Framingham Public Schools in their efforts to come into compliance with Chapter 622.

111. Citizens for Better Education

LITTLETON PUBLIC SCHOOLS, Shattuck Street, Littleton, 01460
Superintendent: Richard E. Desjarlais
Reported by: Norma Millett
Information Contact: Norma Millett, Chairman, Citizens for Better Education, 367 King St., Littleton 01460, 617-486-4087
Program began: June 1974

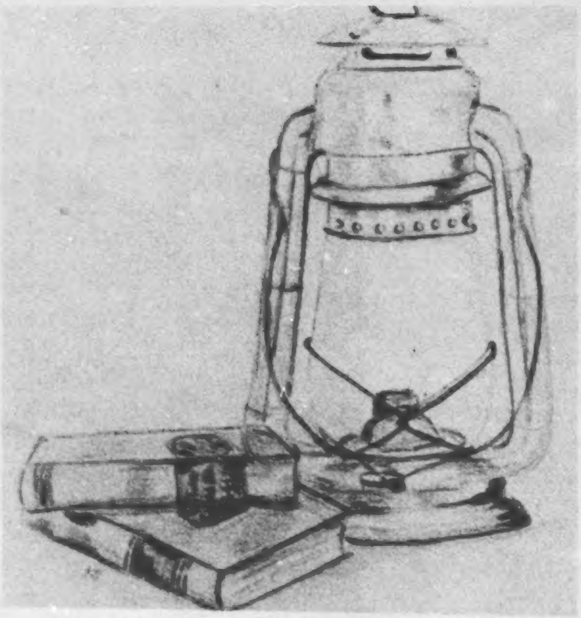
Citizens for Better Education was created out of the realization that parents experienced great difficulty in communicating with both elected and appointed school officials about some of the programs within the school system.

CBE grew out of two separate parent groups, "Know Your Schools" and the "Concerned Parents", after there had been a major request for changes in the elementary system by more than 200 parents at an open school committee meeting in May 1974. One group had been primarily working to achieve a better dialogue between parents and school officials to make constructive changes in areas of the present non-graded and I.G.E. (Individually Guided Education) programs at the elementary levels.

By September of 1974, bylaws and committees for CBE had been established for (1) study of the school budget, (2) issues concerning curriculum, and (3) school committee observers. Based upon parental requests, an Ad-Hoc Committee on Grading and Reporting Systems was established by the school committee to investigate the entire reporting system within the schools. An investigation of alternative methods of elementary education was also conducted for possible return to some traditional classrooms at the elementary levels.

Dialogue between parents and educators has increased resulting from meetings of CBE Board members with the Littleton Educators Association, along with parents and educators serving together on ad-hoc committees established by the school committee. The school committee opened communications by offering two five-minute agenda times for any interested citizens to speak at the beginning and end of all open meetings. The superintendent has begun a weekly two hour open door policy in his office giving anyone an opportunity to discuss the school system.

The school committee has voted to accept many recommendations from the report of the Ad-Hoc Committee on Reporting Systems and to establish conventional programs in addition to the present programs with traditional classrooms in the elementary levels for grades 1 through 5 beginning with the 1975-76 school year. More than 26% of the elementary parents chose the new conventional program for their children. The program will allow parents a choice in the style of elementary education best suited for their children— traditional, non-graded or Individually Guided Education (I.G.E.).



112. Lincoln-Sudbury Finance Project

LINCOLN-SUDBURY FINANCE PROJECT,
P.O. Box 173, Lincoln 01773
Superintendents: David Levington, Lincoln-Sudbury Regional High School; Daniel S. Cheever, Jr., Lincoln Public Schools; John J. O'Neil, Sudbury Public Schools
Reported by: Joan Wofford
Information Contact: Joan Wofford, P.O. Box 173, Lincoln 01773, 617-259-0885 or 617-259-0078
Program began: Fall 1974

The problem of declining enrollment and rising educational costs in the Lincoln-Sudbury High School and the Lincoln and Sudbury elementary schools stimulated interested citizens, school committee persons and school administrators to develop possible solutions. Two major goals emerged: to maintain major educational goals and programs and to economize within a participatory framework created by community examination of the total educational system.

The Committee received a grant from the National Institute of Education (NIE) for the 16-month project.

Meetings were held regularly with technical staff support. Public hearings on the Committee's findings will be scheduled and will more than likely generate additional community discussion of the problem.

113. Advisory Council

BELMONT STREET COMMUNITY SCHOOL,
170 Belmont St., Worcester 01605
Superintendent: John J. Connor, Jr.
Reported by: Eleanor P. Looney
Information Contact: Nancy Ducharme, Advisory Council Chairperson, 617-791-8785
Administrative Contact: Eleanor P. Looney, Principal, 617-791-8785
Program began: Fall 1969

Three smaller neighborhood schools were combined when the new Belmont Street Community School was built in Worcester. The School Advisory Council carried the ball in uniting all these residents, even before the school was built. It served as the vehicle for parent and community input at all stages of development from architect's drawings to completion. It achieved the construction of a much-needed walkway over Route 9.

Half of the elected Council members are parents, two from each grade level. The principal, one teacher and representatives from boy's clubs, girl's clubs, churches, and businesses in the community round out the group. The Council's current programs emphasize forward planning, taking action before problems arise.

114. Community Questionnaire

NATICK SCHOOL DEPARTMENT, Center School Building, Natick 01760
Superintendent: Winston W. Wetzel
Reported by: Paul Kress
Information Contact: Paul Kress, Curriculum Coordinator, 617-653-0550
Program began: January 1975

The Natick League of Women Voters is actively engaged in a program with the school department to develop a Community Questionnaire on Education. Working with a liaison committee made up of teachers, special educators, and guidance staff, the LWV is constructing a survey that examines needs and goals pertinent to communications, curriculum, transportation, and plant maintenance.

The joint LWV/liaison committee operates without professional staff, although the school committee defrays mailing and printing costs. The group will construct the survey, study public opinion with regard to educational goals, evaluate the results, and make recommendations to the school committee for educational changes.

115. A Mechanism

UXBRIDGE PUBLIC SCHOOLS, Capron St., Uxbridge 01569
Superintendent: William V. Clarke
Reported by: Dennis D. Flynn
Information Contact: Dennis D. Flynn, Director of Pupil Personnel Services, 617-278-2503
Program began: 1971

The Uxbridge Advisory Council illustrates the way that a group can shift its purposes over time in adapting to changing needs. In 1971-72, when the Commissioner of Education requested Dialogue Committees for High Schools, the principal and director of pupil personnel services recommended to the school committee that one be established. Initially the group was a highly structured organization of parents, teachers, and students. Gradually the structure became more informal, though still supported by parents and teachers who valued it as a mechanism for community response and a forum for discussion.

Although the group met monthly at first, it is now a standing committee, meeting only when there is a need. There is a close tie with the student council, and when an issue arises, the Advisory Committee is consulted for additional input. In some ways the group functions as a court of appeals, deliberating on issues and making recommendations to the administration. This relationship increases both student responsibility and parent involvement.

I. Serving an Area

116. Central Massachusetts Citizens Involved in Education

CENTRAL MASSACHUSETTS CITIZENS INVOLVED IN EDUCATION, 271 West Boylston Street, West Boylston 01583
Reported by: Nancy J. Brown
Information Contact: Nancy J. Brown, Executive Director, 617-835-6056
Program began: 1973

This non-profit corporation aims to help laymen shape educational programs in their communities. The staff catalogues and disseminates information on educational issues such as goals and assessment of results, collective bargaining, personnel practices, and open education. Besides maintaining files on exemplary programs and resources, the staff produces a newsletter, operates a drop-in library and sets up workshops both at the center and at local sites in areas such as school/community collaboration and liaison training.

A school/community collaboration seminar, offered by CMCIE is designed to enable parents, teachers, administrators, school committee members, students, and other interested citizens to discover the needs of a particular school or district and to focus on the strategies for improvement. The Citizen Resource Center will present this program to any interested and committed group in Central Massachusetts.

117. Project League

MERRIMACK EDUCATION CENTER, 101 Mill Rd., Chelmsford 01824
Director: Richard J. Lavin
Reported by: Ann Murray
Information Contact: Ann Murray, Home-School Coordinator, 8 Windsor St., 617-251-8814
Administrative Contact: Leslie C. Bemal, Associate Director, 617-256-3985
Program began: February 1973

The Home-School Program was developed to share home-school ideas among the 13 Individually Guided Education schools which comprise Project League. Parent representatives from the schools meet to share ideas. The Home-School Coordinator visits schools and meets with Parent Advisory Councils.

Bimonthly newsletters are distributed to parents via the 7500 pupils involved. A handbook entitled "Parent Power" and a slide tape with the same title were also developed and are available from the Merrimack Education Center. Parent Information Centers have been set up in each school and a home-school seminar on writing school newsletters, making slide tapes and functioning as a Parent Advisory Council are also conducted. Two community information nights have also been held at which school administrators, elected officials and parents have had an opportunity to get together.

118. Freedom House

FREEDOM HOUSE INSTITUTE FOR SCHOOLS AND EDUCATION, 14 Crawford St., Roxbury, 02121
Reported by: Ann Stutz
Information Contact: Ann Stutz, Administrative Assistant to the Director, 617-440-9704
Program began: February 1974

Under the direction of Ellen Swepson-Jackson, the Freedom House Institute for Schools and Education functions as a central organizing agency to assist in desegregation. A Community Protection and Rumor Control and Information Center answers questions and solves problems in the areas of transportation, school assignments, child care, legal assistance, and counseling.

Other activities include: an AID Hotline (Assistance in Desegregation) – 617-440-9704 – to answer questions on desegregation in Boston; Chapter 766 Referral operated in conjunction with the Family Service Association of Greater Boston; and a Coordinated Social Service Group which brings together Boston agency personnel in weekly meetings to be available to students and parents experiencing difficulty during desegregation.

In addition, the Institute maintains a job file listing positions available in education and a speakers' bureau to serve community and parent groups. A radio show, "From the Black Perspective," deals with issues of special importance to the black community. The Institute also makes space available to community groups for meetings related to desegregation and organizes periodic parent/teacher workshops on request from schools or agencies. Current activities include a lecture series information meetings on Wednesday evenings, and monthly Saturday parent information meetings which provide a forum for discussion of educational concerns.

* * *

119. Citizen Resource Center

CENTRAL MASSACHUSETTS CITIZENS INVOLVED IN EDUCATION, Beaman St., Route 140, West Boylston 01583
Reported by: Nancy Brown
Information Contact: Nancy Brown, Director, 617-835-6056
Program began: 1973

The Citizen Resource Center is a non-profit organization, staffed by volunteers and dedicated to encouraging broad and constructive community involvement with the schools. CRC was developed by the Central Massachusetts Citizens Involved in Education, a private, non-profit group funded by foundation and state Department of Education money.

Located in the Department of Education's Central Massachusetts Center, the CRC is open from 9 a.m. until 1 p.m. weekdays and welcomes telephone inquiries or visits from parents, school committee members, administrators, teachers, and students who would like information or assistance.

The CRC staff is presently cataloguing and dispensing information on a number of educational issues including educational goals and assessment, collective bargaining, personnel practices, open education, community schools, program budgeting and many other topics of current interest. Files are also maintained on other citizen involvement programs in the area. In addition, CRC has a library of books, periodicals and journals relating to education.

A newsletter published by CRC describes local citizen involvement programs and activities; periodic position papers deal with citizen involvement and educational change. Workshops are also provided by CRC for citizens interested in learning more about topics such as community organization, curriculum procedures and practice, who runs our schools, personnel practice, and citizen rights and responsibilities. A six-week Liaison Training Course for interested citizens is offered every fall and every spring. The course meets for two hours one evening a week and is designed to familiarize citizens with opportunities for constructive involvement in their local schools.

CRC welcomes the suggestions and participation of all citizens interested in its activities.

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Massachusetts League of Women Voters education chairmen

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